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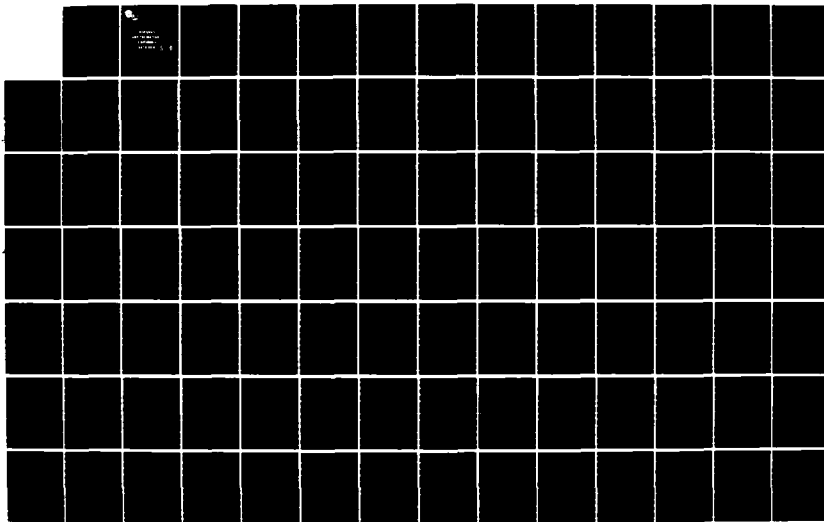
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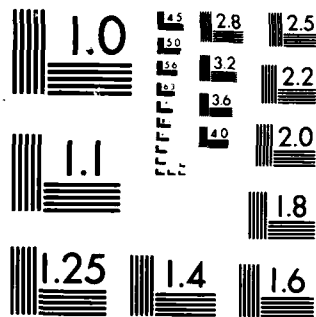
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HISPANICS AND THE MILITARY: A REFERENCE DATA BASE

BY

JOHN R. WOOD

February 1986

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Research and Studies Division
Program Analysis and Evaluation Directorate
Fort Sheridan, Illinois 60037

Hispanics and the Military:
A Reference Data Base

by

John R. Wood

February 1986

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Program Analysis and Evaluation Directorate
Research and Studies Division
Fort Sheridan, Illinois

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I. INTRODUCTION

This annotated reference data base includes published, unclassified works relevant to the general subject, Hispanics and the Armed Forces. The references included represent a broad spectrum of information, including material on the history and current status of people of Hispanic origin (Mexican-American/Chicano, Cuban, and Puerto Rican) in the Armed Forces, as well as recruitment patterns, aptitude characteristics, educational backgrounds, socioeconomic status, and other attributes of this segment of the American population. A goal of this data base is to include information in any areas relevant to understanding the nature of Hispanic participation in the military. In this regard, this data base is a synthesis of relevant material collected for previous research projects dealing with Hispanics and the Armed Forces, including a literature survey entitled Hispanics and the Military: A Selected Annotated Bibliography (Department of Defense Technical Memorandum 85-1, Directorate for Accession Policy, Office of the Secretary of Defense, 1985). The references include both research done on Hispanics in the military, which at this time represents only a disparate and limited body of information, and research done on the Hispanic civilian population that would be useful in understanding the impact of that population on the military.

Another goal of this data base is to include current research on Hispanics and the Armed Forces. Therefore, the data base can be continually updated through reviews of newly published material, and by contact with individuals and organizations presently involved in research on the American Hispanic population. By noting the publication dates of references within the particular subject areas listed below, directions of current research can be detected. The lack of current research in some areas also becomes evident.



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This data base is divided into two sections: the first section lists the literature according to subject area; the second section includes complete bibliographic information and annotations for all titles. In the first section, the works in each subject area are arranged alphabetically by author and include the reference's title and date. The subject areas are as follows:

1. Demographic information contains major reports by the government, including the Bureau of the Census and the Department of Labor, and by various private institutions that have focused on defining characteristics and growth trends in the general Hispanic population.
2. Political participation includes references that seek to evaluate the political development of Hispanics as a group and as subgroups, and to determine the degree to which Hispanics in general may influence policy within American society or within major social institutions, such as the military.
3. Occupational patterns define and explore the unique features of the Hispanic work force in general.
4. Educational patterns explore the nature of the Hispanic educational experience in general.
5. Hispanic personality and cognitive studies focus on whether or not there may be unique features of the general Hispanic culture and/or personality which, among other things, may influence Hispanic performance in their educational and labor market experience.
6. History of Hispanic participation in the Armed Forces contains published sources of information that document Hispanic participation in the military. It should be noted, however, that the bulk of historical research on this subject is based upon unpublished information, the listing of which would be beyond the scope of this data base.
7. Hispanic recruitment concerns particular issues unique to recruiting Hispanics into the Armed Forces.

8. Hispanic recruits: characteristics and testing contains the bulk of research on Hispanics and the military. References in this section explore how Hispanic recruits compare with other recruits in various aspects, including cultural and social backgrounds, perceptions about military service, and test performance.
9. Hispanics in the military describes the experiences of Hispanics actually in military service.
10. Future Hispanic Participation in the Armed Forces is primarily of a demographic nature. These few references focus on the size of the militarily qualified Hispanic labor pool and on the number of Hispanics who could be expected to serve in the military in the future.
11. Hispanic veterans is a small body of work that examines two subjects: (1) Hispanic usage of veteran services, and (2) the effect military service has had on later socioeconomic status of Hispanic veterans in civilian life.
12. Social/cultural descriptions includes a wide range of material that provides background information necessary for an understanding of Hispanics in general and Hispanic subgroups within the general population of the country.

The second section contains complete bibliographic information and annotations for all titles. The references are listed alphabetically by author; the annotations vary in form, depending upon the reference. In all cases, and particularly for major works in different subject areas, the annotation describes the reference's content, thus allowing the reader to decide if the reference would be relevant to his or her needs. Where possible, the reference's data base is also noted to give one an idea of the scope of information upon which the reference is based. In addition, some annotations for papers, short reports, or references that may be more difficult to obtain include a brief summary of results.

The abbreviation "nd" indicates no publication date.

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III. COMPLETE REFERENCE AND ANNOTATION

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This general policy statement emphasizes that education is the primary vehicle by which Hispanics can enter American society and suggests orienting education programs to support Hispanic strengths.

Altus, William D. "The American Mexican: The Survival of a Culture." Journal of Social Psychology 29 (1949):211-220.

This older but significant article describes the persistence of linguistic and cultural background traits of foreign- and native-born Mexican-American soldiers who were sent to a special training center because they were functionally illiterate by Army standards. The author notes that there was more maladjustment among the American-born Mexicans than among the foreign-born Mexican-American soldiers. Native-born Mexicans also did not test as well. Such differences between native- and foreign-born Hispanics continue to be an important theme in research.

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The author usefully distinguishes the following Hispanic groups: "creation generation" (pre-1900 Mexican settlers in the US), the "migrant generation" (post-1900 Mexican immigrants), the

"Mexican-American generation" (including Mexican-origin citizens who, after World War II, began to feel an increasing sense of cultural loyalty to the US), and the "Chicano generation" (beginning in the later 1960s, those who developed a new ethnic consciousness through evaluation of their social position in the pluralistic American society).

Alvirez, David, and Bean, Frank D. "The Mexican American Family." In Ethnic Families in America: Patterns and Variations, pp. 271-292. Edited by C. Mindell and R. Habenstein. New York: Elsevier, 1976.

The authors present an overview of demographic and structural characteristics of Mexican-American families. The same book includes a similar description of Puerto Rican families by Joseph P. Fitzpatrick.

American Council on Education. Minorities in Higher Education. Washington: American Council on Education, Office of Minority Concerns, 1983.

Bringing together statistics from a number of government agencies, this 18-page report provides a useful overview of Hispanic educational attainment and compares it to that of black and white segments of the American population. Some tables give information about Hispanic subgroups.

"American Psychological Association Task Force on Employment Testing of Minority Groups." American Psychologist 24 (No. 7, 1969): 637-659.

This is a very general article that presents cautionary notes on testing minorities.

Andrade, Sally J., and Torres, Marcia G. Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Final report. Washington: National Council of La Raza, 1982.

This comprehensive profile of male and female Hispanic youth is based on both the National Longitudinal Survey (sponsored by the US Department of Labor and coordinated by the Center for Human Resources Research at Ohio State University) and the High School and Beyond Survey (sponsored by the National Center for Educational Statistics of the US Dept. of HEW). The authors note relative differences and similarities of the labor market experiences of young Hispanics and youth cohorts of blacks and whites. The National Council of La Raza has sponsored a number of such studies.

Antilles Department Historical Studies. Tentative Study of Garrison. Parts 1,2,3, File No. 8-2.10; RG 319, Records of the Army Staff. Washington: Dept. of the Army, Office of Chief of Military History, nd.

These documents reveal the military's reluctance to use Puerto Rican units in critical areas because the Puerto Ricans were considered to be inferior troops; and when Puerto Ricans were used in other units, those with lighter skins were picked. Otherwise, these documents primarily present a record of unit activities.

Astin, H.S., and Burciaga, C.P. Chicanos in Higher Education: Progress and Attainment. Los Angeles: Higher Education Research Institute, 1981.

This is one of the more comprehensive evaluations of Mexican-American educational achievement.

Baker, Richard C., Roll, Samuel, and Melgoza, Bertha. "Anglo-Chicano and Male-Female Differences in Disclaimed Activity." Journal of Cross-Cultural Psychology 10 (No. 2, 1979):191-202.

Disclaimer activity is verbalization in which a person places one's self in a passive position with respect to one's action. There is a general culture and personality question in the literature concerning whether or not Hispanics display a greater degree of disclaiming activity as compared to Anglos. This study analyzed 374 Mexican-American and Anglo subjects and found no significant difference.

Baron, Augustine, Vasquez, M., and Valdez J. "A Comparison of Minority Students' Concerns at Two University Campuses." In Explorations in Chicano Psychology, pp. 121-136. Edited by Augustine Baron. New York: Praeger, 1981.

Due to the increasing number of minority students enrolling in college, the student body may not be uniform in background and needs. This study looks at differences among Anglo, black, Chicano, and "other Hispanic" samples of students and finds particularly striking differences between the two Hispanic groups, with the "other Hispanics" often having a profile closer to that of Anglos than to that of Chicanos.

Baron, Augustine, ed. Explorations in Chicano Psychology. New York: Praeger, 1981.

This edited collection of articles concerns the nature of the contemporary Chicano family, testing and admission of Chicano

students in higher education, and several mental health issues, such as the underutilization of health facilities by Mexican-Americans. Some of the articles are discussed separately in this reference data base.

Bean, Frank D., and Marcum, John P. "Differential Fertility and the Minority Group Status Hypothesis: An Assessment and Review." In The Demography of Racial and Ethnic Groups, pp. 189-211. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

This general discussion compares fertility levels and trends of a number of ethnic groups in the US, including Hispanic subgroups. In exploring the question of why racial and ethnic group membership is associated with differential fertility, the authors argue that minority group status affects reproductive behavior.

Becerra, Rosina M. "The Hispanic Vietnam Veteran: Mental Health Issues and Therapeutic Approaches. In Mental Health and Hispanic Americans: Clinical Perspectives, pp. 169-180. Edited by R.M. Becerra, M. Karno, and J.I. Escobar. New York: Grune and Stratton, 1982.

The authors discuss the discrepancy between the limited use of health facilities by and the higher frequency of mental health problems among Hispanic Vietnam veterans. They suggest that the military experience may have compounded or precipitated problems arising from the social background from which many Hispanic veterans came. This work represents one of the few examinations of Hispanic veterans.

Becerra, Rosina M. and Greenblatt, Milton. Hispanics Seek Health Care. A Study of 1,088 Veterans of Three War Eras. New York: University Press of America, 1983.

The only major work in this area, this study is based on a survey of 559 Hispanic veterans living in Los Angeles County, another survey of 234 Hispanic and 295 Anglo veterans who recently had been admitted to VA facilities in Los Angeles, and lengthy interviews with 32 Hispanic individuals selected from the Los Angeles County survey. The data provides a wealth of material on the background characteristics of health facility users, whether Hispanic or Anglo; Hispanic and Anglo reasons for using the facilities; and the differential use of the facilities by Hispanics and Anglos. The study found that both Anglo and Hispanic users were usually poor and had multiple medical problems. Anglos used the facilities more often than did the Hispanics, but for both, use of the facility was only as a treatment of last resort. Hispanics were less satisfied than Anglos with the care they received and were at

a disadvantage in manipulating the system. Those who were the most satisfied were the ones who received help from someone with enough influence to smooth their way through cultural- and linguistic-based problems encountered during evaluation and treatment. Almost all subjects mentioned bureaucratic delays that interfered with health care. Although some accepted these hinderances as inevitable, others became so frustrated that they remained bitter about their experiences or abandoned their pursuit of VA care altogether. One of the most interesting parts of this 158-page work is the chapter that contains interviews of Hispanics regarding VA services and health care.

Becerra, Rosina M., and Greenblatt, Milton. "The Mental Health-Seeking Behavior of Hispanic Veterans." Comprehensive Psychiatry 22 (No. 1, 1981):124-133.

This article reveals how Hispanic veterans avoid using health services unless they cannot get help elsewhere, although the reasons for this are unclear. This pattern of behavior is particularly true for Mexican-Americans in both military and civilian life.

Bernardeau, Christine, Eisenman, Richard, and Purcell, Agnes. U.S. Armed Forces Minority Officer Procurement. Technical Report HumRRO-TR-75-23. Alexandria, VA: Human Resources Research Organization, 1975.

This 90-page report, in which Hispanics are treated as a group, discusses different concepts of minority officer representation in the Armed Forces; describes minority representation in the officer ranks at the time of the report; and, in the final chapter, looks at ways the Army could increase minority representation.

Berry, John W. "Acculturation as Varieties of Adaptation." In Acculturation: Theory, Models and Some New Findings, pp. 9-25. Edited by A.M. Padilla. Boulder, CO: Westview Press, 1980.

The author describes several aspects of language and thought that can be involved in the acculturation process. This kind of information contributes to an understanding of the current social situation of Hispanic immigrants and of Hispanic adjustment to military life.

Berryman, Sue E. The Social Composition of American Enlisted Forces: 19th and 20th Century Images and Realities, Political Dynamics, and Questionable Assumptions. Hawthorne, NY: Aldine Publishing, 1985.

The author defines the purpose of this study as: (1) to assess

the accuracy of public images of the composition of the current enlisted force and in earlier periods of American history, (2) to show how constituency preferences and political processes account for the observed discrepancies between image and reality, and (3) to identify and begin to assess constituencies' assumptions about particular individual or group characteristics on military manpower objectives. Hispanics, usually treated as a group, are mentioned in a number of places in this 140-page analysis.

Berryman, Sue E. Who Will Do Science? Special report. New York: Rockefeller Foundation, 1983.

General trends in education and the place of minorities are the subject of this article. Hispanics are compared with blacks and American Indians; all three groups show little educational advancement over time when compared with that of whites. The position of Hispanics, however, is particularly difficult to evaluate because of substantial in-migration during the 1970s.

Binkin, Martin, and Eitelberg, Mark J. "Women and Minorities in the All-Volunteer Force." In The All-Volunteer Force After a Decade Retrospect and Prospect. Edited by William Bowman, Roger Little, and G. Thomas Sicilia. Elmsford, NY: Pergamon, 1985.

The authors present an evaluation of changes in the racial and sex composition of the Armed Forces since the end of the draft. With the larger number of women and minorities currently in the military, several new issues have developed concerning minority over-representation, female under-representation, and consequential changes in recruit qualification, testing, and performance. These issues are addressed with comparisons made between male and female Hispanic, white, and black components of the civilian and military populations.

Binkin, Martin, and Eitelberg, Mark J.; with Schexnider, Alvin J., and Smith, Marvin M. Blacks and the Military. Washington: The Brookings Institution, 1982.

Although not directly relevant to Hispanics in the military, this title is included as one of the major works about minority participation in the military. It raises many pertinent issues and includes some comparative material on Hispanics. A unique feature of this and the previous reference is that some of the information presented comes from previously unpublished Defense Manpower Data Center statistics.

Blair, John D., and Phillips, Robert L. "Job Satisfaction Among Youth in Military and Civilian Work Settings." Armed Forces and Society 9 (No. 4, 1983):555-568.

This is one of the few articles that compares job satisfaction of civilian and military personnel, noting differences among male and female white, black and Hispanic youth (21 years old or less). The data came from the National Longitudinal Survey.

Bock, R. Darrell, and Moore, Elsie G.J. Profile of American Youth: Demographic Influences on ASVAB Test Performance. Washington: Office of Assistant Secretary of Defense, Manpower, Installations and Logistics, Government Printing Office, 1984.

Based on the Profile of American Youth project, this is a comparison of test performance of subjects classified by their background characteristics, including age, sex, geographical region of residence at age 14, sociocultural group membership, economic status, highest grade completed in school, and mother's education. Results of these comparisons are interpreted in light of relevant existing research from the social sciences. Hispanics are treated as a single group and compared with blacks and whites.

Boldt, R.F., and Woodford, P.E. "Considerations and Procedures for Producing a Spanish ASVAB." Unpublished paper. Princeton: Educational Testing Service, July 1980.

This 8-page paper describes how a foreign language test could be developed and some problems in interpreting the results of such a test.

Bonilla, Frank, and Jordan, Hector C. "Puerto Rican Return Migration in the '70s." Migration Today 7 (No. 2, 1979):7-12.

The authors describe the historical nature of Puerto Rican migration to and from the US mainland, noting that during World War I, thousands of Puerto Ricans were exported as laborers to Army camps and war industries.

Bonney, Norman. "Work and Ghetto Culture." British Journal of Sociology 26 (No. 4, 1975):435-447.

This article is indirectly related to the subject of this reference data base in that it describes work orientations of residents living in ghettos, a situation in which many Hispanics, especially mainland Puerto Ricans, find themselves.

Booth, Richard F., and Berry, Newell H. "Minority Group Differences in the Background, Personality, and Performance of Navy Paramedical Personnel." Journal of Community Psychology 6 (1978):60-68.

This study looks at the performance of minority and other Navy students who were fully and marginally qualified for paramedical training. Although the sample was only 2% Hispanic, the low- and medium-aptitude minority group members generally tended to perform better than did whites at comparable aptitude levels. The implication is that aptitude measures may not provide as useful a forecast of potential occupational success for the minorities as they do for the majority group.

Booth, Richard F., and Newman, K. "Social Status and Minority Recruit Performance in the Navy: Some Implications for Affirmative Action Programs." Sociological Quarterly 18 (No. 4, 1977):564-573.

Based on a sample of 1,091 blacks, 192 Hispanics, 186 Asians, and 1,785 white recruits who entered paramedical training in 1973, this article compares aptitude scores, motivation measures, training performance, and job survival rates. Although the minority groups were found to have lower aptitude and motivation scores on the average than the majority group, minority group members tended to do as well as the majority group in terms of job performance.

Borjas, George J. "The Earnings of Male Hispanic Immigrants in the United States." Industrial and Labor Relations Review 35 (No. 3, 1982):343-353.

This article looks at differences among Hispanic subgroups in rates of economic mobility. Compared with other Hispanic groups, Cubans have higher rates, based partly on the heavy educational investment of the initial Cuban immigrants. This article is one of several that discusses general differences in assimilation of those Hispanics who immigrated for economic reasons and those who immigrated for political reasons.

Born, Peter. "The Struggle for La Causa." In Education of the Spanish-Speaking Urban Child, pp. 423-436. Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas, 1975.

This article, which discusses the problems faced by Hispanics as an immigrant population, is useful as background material.

Borus, Michael E., ed. Pathways to the Future, Vols. I, II, III. Reports on the National Longitudinal Surveys of Youth Labor Market Experience in 1979, 1980 and 1981. Worthington, OH: Ohio State Univ., Center for Human Resource Research, 1981, 1982, 1983.

These yearly reports, derived from the National Longitudinal Surveys of Youth Labor Market Experience, contain basic information on the status of Hispanics in American society. The youth cohort (annually surveyed through 1984) includes a nationally representative sample of 12,686 young people born in the years 1957 through 1964, who were thus between the ages of 14 and 21 on January 1, 1979. Of these, 11,406 were civilians selected from over 70,000 households in 160 Standard Metropolitan Statistical Areas and counties; the sample was stratified in order to yield approximately equal numbers of men and women, and oversampled Hispanics, non-Hispanic blacks, and non-Hispanic, non-black youth from families with incomes below the 1978 poverty level. The rest of the sample included 1,280 persons of the same age group, of which approximately two-thirds were males and one-third were females, who were serving in the Armed Forces on September 30, 1978. The reports are organized into chapters that present selected analyses of the data, including employment status, job search patterns, job aspirations and expectations, and differential effects of schooling on employment. Some chapters discuss Hispanics to a greater degree than others; in all cases, Hispanics are treated as a single group.

Bouvier, Leon F., and Davis, Cary B. The Future Racial Composition of the United States. Washington: Population Reference Bureau, 1982.

This is a 70-page analysis of the size and racial composition of the US population as it changes between 1980 and 2080. One of the unique features of this analysis is that changes are adjusted at different immigration levels, something census material does not do. Both Asian and Hispanic population components are shown to be significantly increasing at all levels of immigration; the black component shows a more moderate increase; and white non-Hispanics show a decrease. Due to the moderate to high immigration levels for Asians and Hispanics, white non-Hispanics will clearly not constitute a majority of the US population by 2080.

Bradshaw, Benjamin S., and Bean, Frank D. "Some Aspects of the Fertility of Mexican Americans." In Demographic and Social Aspects of Population Growth, pp. 140-164. Edited by C.F. Westoff and R. Parke. Commission on Population Growth and the American Future, Research Reports, Vol. 1. Washington: Government Printing Office, 1972.

The authors present a comparatively systematic explanation for the higher than average fertility of Mexican-American women,

discussing age at marriage, percent of women marrying, circumstances of pregnancies, and other variables. By piecing together census information, the authors also document historical trends in Mexican-American fertility.

Brawner, Marlyn R. "Migration and Educational Achievement of Mexican Americans." Social Science Quarterly 53 (No. 4, 1973):727-737.

This longitudinal study compares the actual school completion and the age-grade retardation of Mexican-American children whose parents migrated to a northern city with those of their counterparts who remained in the Southwest. The children who migrated to the northern city were found to have a clear advantage, with the community/environment change being attributed for much of the success.

Briggs, Vernon M. Chicanos and Rural Poverty. Baltimore: Johns Hopkins Univ. Press, 1973.

In this economic history of Mexican-Americans, Briggs argues that many of their current employment characteristics stem from the historical connection with agribusiness in the Southwest, which ill-equipped most of the population for urban life. This industry, along with ranching and mining, came to rely on unskilled labor, whose need for education and knowledge of English was minimal. The basically exploitive nature of these industries, combined with the general effects of social discrimination, has been a major force in preventing much of this group from acquiring the education and labor skills that would be marketable in an industrial society.

Broom, L., and Smith, J.H. "Bridging Occupations." British Journal of Sociology 14 (1963):321-334.

This early article discusses the advantage of military service as a bridging occupation through which minorities may enter mainstream society.

Brown, Cheryl J. Assessment of the Need for Verbal Language Instruction for Navy Recruits. Technical Memorandum 82-3. Orlando, FL: Dept. of the Navy, Training Analysis and Evaluation Group, 1982.

Using a cross-section of over 3,000 Navy recruits from Orlando, Great Lakes, and San Diego, this study found significant geographical differences in English proficiency, with higher percentages of failure in the South and West.

Brown, George H., et al. The Condition of Education for Hispanic Americans. Washington, D.C.: National Center for Education Statistics, 1981.

This 268-page report, which consists primarily of tables and charts based on material from a number of government agencies and departments, presents one of the most comprehensive compilations of statistical information about Hispanics.

Brown, William R., Dohme, J.A., and Wick, D.C. An Evaluation of Minority and Female Performance in Army Rotary Wing Aviation Training. Research Report 1318. Alexandria, VA: US Army Research Institute for the Behavioral and Social Sciences, 1980.

This is an evaluative summary of minority and female performance in the Army's Initial Entry Rotary Wing Flight training program. The purpose of the project was to determine if there were differences in performance and/or attrition between the study groups and their counterpart white males when the students were matched in terms of their scores on flight-related selection tests and on military experience. No significant differences were found in performance grades or flight performance grades across the stages of training. Blacks and Hispanics were found to be recycled more than their white counterparts.

Browning, Harley L., Lopreato, S.C.; and Poston, D.L. "Income and Veteran Status: Variations Among Mexican Americans, Blacks and Anglos." American Sociological Review 38 (No. 1, 1973):74-85.

Based on 1960 census data, this study finds that black and Mexican-American veterans have a higher average income than nonveterans. At least for this period of American history, that finding is relevant to the question of how military service may function as a bridging occupation for minorities.

Bruguera, Mark R. Predicting the Level of Vocational Aspiration and Degree of Aspirational Realism for Hispanic, Black, and Anglo High School Seniors. Final report. Washington: National Council of La Raza, 1982.

This study uses data from the High School and Beyond longitudinal study conducted by the National Opinion Research Center in collaboration with the National Center for Education Statistics. It seeks to identify a set of predictor variables that can provide a picture of one's Level of Vocational Aspiration, in that this is thought to constitute a primary antecedent to one's level of occupational attainment.

Bullock, Paul. "Employment Problems of the Mexican-American." In Mexican-Americans in the United States: A Reader, pp. 147-159. Edited by John H. Burma. New York: Schenkman, 1970.

This article presents an overview of Mexican-American employment patterns. Emphasis is placed on the influence of cultural values on employment and the discriminatory treatment of Mexican-Americans by business.

Buriel, Raymond. "Cognitive Styles Among Three Generations of Mexican American Children." Journal of Cross-Cultural Psychology 6 (No. 4, 1975):417-429.

Based on a study of 80 children, this article examines trends in cognitive style within a generational cross section of Mexican-Americans by comparing their expected differences in field independence to a group of completely assimilated Anglo-American children. Field dependence did not decrease in a linear pattern from the first to the third generation; the third-generation group showed greater field dependence compared with the second-generation group. The implication is that the more "Mexican" first- and second-generation subjects are more acculturated in terms of cognitive style than the third-generation subjects, who have had the least direct contact with traditional Mexican culture.

Buriel, Raymond, and Vasquez, Richard. "Stereotypes of Mexican Descent Persons: Attitudes of Three Generations of Mexican Americans and Anglo-American Adolescents." Journal of Cross-Cultural Psychology 13 (No. 1, 1982):59-70.

This is a study of 120 adolescents drawn from populations of first-, second-, third-generation Mexican-Americans and from an Anglo-American population. It found that Mexican-Americans showed a decline in their belief of positive group stereotypes with each successive generation. Likewise, later generations of Mexican-Americans tended to disbelieve positive stereotypes of their group. Such beliefs may provide background insight into native- vs. foreign-born performance differences among Mexican-Americans.

Burma, John H. "A Comparison of the Mexican American Subculture with the Oscar Lewis Culture of Poverty Model." In Mexican-Americans in the United States: A Reader, pp. 17-28. Edited by John H. Burma. New York: Schenkman, 1970.

This article is based on an investigation of 80 children from four populations (first-, second-, and third-generation Mexican-Americans, and an Anglo-American population) between the ages

of 7 and 9. The study found that there was a linear pattern of field independence from the first to the third generation; the relationship between cognitive style and generation is curvilinear, with first- and third-generation subjects showing greater field dependence in relation to second-generation children. This pattern may partly result from the motivation behind immigration and the social circumstances in which many Mexican-Americans find themselves after immigration.

Burma, John H. Mexican-Americans in the United States: A Reader.
New York: Schenkman, 1970.

Useful for background information, this publication contains a number of relevant articles that are annotated separately in this data base.

Butz, William P., et al. Demographic Challenges in America's Future.
Santa Monica, CA: Rand, 1982.

By focusing particularly on birth rates, population redistribution, and undocumented immigration, the authors provide a 40-page scenario of how demographic and economic patterns may evolve over the next several decades. They suggest that if the low fertility rate for this country persists (which is likely), natural population growth (the number of births less deaths among native-born couples) may halt early in the next century. This is changing the nation's age structure, with particular reductions in the number of youth entering the labor market. Concurrent with this declining stock of native-born labor is the trend of comparatively high wages and low unemployment in the United States that is attracting foreign immigration to the country. In several pages dealing specifically with the implication of these patterns for the military, the authors note that in 1980 the Services had a pool of 2.1 million people from which to draw, but by 1990 that pool will have shrunk by 20%. The authors also note that although the desire to maintain an all-volunteer force and the increased flow of immigrants seem to be complementary phenomena, the AFQT may present an "insurmountable barrier" to enlisting large numbers of immigrants.

Cafferty, Pastora S.J. "Puerto Rican Return Migration: Its Implications for Bilingual Education." Ethnicity 2 (1975):52-65.

This article argues for the establishment of bilingual programs in Puerto Rican communities. Because of extremely high return migration rates of Puerto Ricans, their children become outcasts of both mainland and island monolingual cultures, as reflected by their high rate of educational failure. The article presents

an overview of the demographic characteristics of the Puerto Rican return migrant.

Carliner, Geoffrey. "Returns to Education for Blacks, Anglos, and Five Spanish Groups." Journal of Human Resources 11 (No. 2, 1976):172-184.

Based on data from the 1971 Current Population Survey, this study found that the lowest return to education rates were for blacks, with Chicanos faring only slightly better. "Other Spanish" and Puerto Ricans had the same return to education rate as did Anglos. Cubans and Central/South Americans had return rates considerably higher than that of Anglos. The study suggests that the reasons for these differences may be related more to such differences as class background, discrimination and quality of schooling rather than to differences in nativity, mother tongue, age, years of education, or marital status.

Carter, Thomas P., and Segura, Roberto. Mexican Americans in School: A Decade of Change. New York: College Entrance Examination Board, 1979.

This is one of the primary references on the current educational status of Mexican-Americans. In addition to providing a wealth of information on the subject, the authors usefully review theories and what are thought to be the important variables concerned with the comparatively low educational achievement of Mexican-Americans.

Casso, Henry J. "Higher Education and the Mexican-American." In Mexican-Americans Tomorrow: Educational and Economic Perspectives, pp. 137-163. Edited by G. Tyler. Albuquerque: Univ. of New Mexico Press, 1975.

In this general evaluation of Mexican-American educational status, the author notes that the most significant factor to cause a drastic change in educational opportunities for Mexican-Americans was World War II and the G.I. Bill.

Center for Continuing Study of the California Economy. Projections of Hispanic Population for the United States, 1990 and 2000. Palo Alto, CA: Center for Continuing Study of the California Economy, 1982.

This 50-page analysis projects the rates of increase of the Hispanic population in general and by subgroup. Two unique features of this analysis are that the projections separate the

population increase resulting from immigration from the increase resulting from growth of the resident population, and that the projections are based upon alternative higher or lower rates of fertility and immigration.

Center for Human Resource Research. The National Longitudinal Surveys Handbook, 1983-1984.

This agency is responsible for the National Longitudinal Surveys of Labor Market Experience. The project has involved repeated interviews over a 15-year period with four groups: older men, middle-aged women, and young men and women. The data are collected from 20,000 individuals by the US Bureau of the Census. Since 1979, the NLS has followed an additional cohort of 13,000 young men and women between the ages of 14 and 21, which includes a sub-cohort of people serving in the Armed Forces during the initial interview. Because of this and the fact that Hispanics were oversampled, the data pool is a major resource of information with regard to the general subject, Hispanics and the military. A handbook for the NLS is available from the Center for Human Resource Research, The Ohio State University, 5701 North High Street, Worthington, Ohio 43085.

Chandler, Charles R. "Value Orientations Among Mexicans in a Southwestern City." Sociology and Social Research 58 (1974):262-271.

Based on a survey of 300 Mexican-Americans from an urban setting, this study supports the proposition that younger Mexican-Americans, those with more education, and those who have attained relatively high occupational positions do possess "modern" value orientations. These value orientations are defined as the belief that one can actively control one's fate, planning for the future brings rewards, and family ties should not hamper one's individual career, all of which typify the Anglo philosophy. Mexican-Americans generally do not hold to such values to the degree that Anglos do.

Christian, Jane M., and Christian, Chester C. "Spanish Language and Culture in the Southwest." In Language Loyalty in the United States, pp. 280-317. Edited by Joshua A. Fishman. New York: Arno Press, 1978.

The authors present a general and rather theoretical discussion of the interplay between Hispanic and Anglo cultures and languages, noting major themes of the Hispanic culture and noting that Anglification means the loss of many of the native orientations.

Clark, Margaret, Kaufman; Kaufman, Sharon; and Pierce, Robert C.
"Explorations of Acculturation: Toward a Model of Ethnic Identity."
Human Organization 35 (No. 3, 1976):231-238.

Only indirectly relevant to the subject of this data base, this article notes how the number of successive generations can be an indicator of acculturation.

Connor, Walker, ed. Mexican-Americans in Comparative Perspective.
Washington: Urban Institute, 1985.

This collection of 13 articles addresses some of the political and cultural concerns and questions regarding the increasing size of the Mexican-origin population in this country (including those who become US citizens, permanent and temporary residents, and undocumented workers). For example, the first article ("Who Are the Mexican-Americans? A Note on Comparability") discusses the ethnic cohesiveness of the group and concludes that the population is quite heterogeneous. Although many studies consider this group as a "Mexican-origin" population, most of its members do not consider themselves as part of a Mexican nation, being of one stock of people through biology and/or mythology. Nor is it true that members of this group perceive the Southwest as an ancestral homeland, in spite of their knowledge that it once belonged to Mexico. This is supported by the findings that much of this population employs American as a group self-referent, that there are high intergroup marriage rates, that there is a high rate of attrition in language maintenance among residents, and that there is an increased tendency for Mexican-Americans to disperse widely outside the Southwest.

Other articles deal with assimilation and acculturation of Mexican-Americans, the nature of Mexican out-migration, Mexican-American political orientation, and factors that do and do not support Spanish-language attrition of Mexican-Americans.

Cooney, Rosemary S. "Changing Labor Force Participation of Mexican American Wives: A Comparison with Anglos and Blacks." Social Science Quarterly 56 (No. 1, 1975):252-261.

This analysis questions whether ethnic differences in participation rates between Mexican-Americans and Anglos or between Mexican-Americans and blacks in the Southwest in 1960 and 1970 can be accounted for by differences in socioeconomic factors. Two important factors for both Mexican-American and black women were education and presence of preschool children. For Anglo women, the important factors were presence of preschool children and husband's income. Interestingly, Mexican-American wives with either a college education or with preschool children had higher rates of labor force participation than did comparable Anglo groups. This kind of information

suggests that important changes have occurred within the Mexican-American family in the last decade.

Cooney, Rosemary S. "Intercity Variations in Puerto Rican Female Participation." Journal of Human Resources 14 (No. 2, 1979): 222-235.

The author documents and discusses the fact that of the eight major ethnic/racial groups in the United States, female labor force participation has declined between 1950 and 1970 for only the Puerto Ricans. There is wide city-by-city variation, however, depending upon market conditions.

Cooney, Rosemary S., and Ortiz, Vilma. "Nativity, National Origin, and Hispanic Female Participation in the Labor Force." Social Science Quarterly 64 (No. 3, 1983):510-523.

Based on the 1976 Survey of Income and Education, this article provides information about labor market participation patterns of native- and foreign-born Hispanic populations. Subgroups are discussed individually.

Crozier, Michel. The Bureaucratic Phenomenon. Chicago: Univ. of Chicago Press, 1964.

Indirectly relevant, this publication includes a discussion of minority incentives for participation in organizations.

Dale, Charles, and Gilroy, Curtis. "Determinants of Enlistments: A Microeconomic Time-Series View." Armed Forces and Society 10 (No. 2, 1984):192-210.

The authors look specifically at the effects of unemployment and pay rates on Army enlistments.

Dale, Charles, and Gilroy, Curtis. "The Effects of the Business Cycle on the Size and Composition of the U.S. Army." Atlantic Economic Journal 11 (No. 1, 1983):42-53.

In this indirectly relevant article, the authors seek to quantify the effects of the business cycle and other factors on enlistments of nonprior service high school graduates.

Davis, Cary, Haub, Carl, and Willette, JoAnne. "U.S. Hispanics: Changing the Face of America." Population Bulletin 38 (No. 3, 1983).

This 50-page bulletin from the Population Reference Bureau presents a concise demographic profile of the American Hispanic population. It also treats subgroup differences.

Deskins, Donald R. Minority Recruitment Data: An Analysis of Baccalaureate Degree Production in the United States. Totowa, NJ: Rowman and Allanheld, 1983.

Relevant to documenting the educational achievement of Hispanics, this title presents a record (including disciplinary stratification and location) of minority educational achievement at the college level. Blacks, Asians, and Native Americans are the other minority groups represented in this data source.

Diaz-Guerrero, R. Psychology of the Mexican Culture and Personality. Austin: Univ. of Texas Press, 1975.

One of the classic references on Mexicans and Mexican-Americans, this publication includes essays covering mental health, cultural values, and ideas about working.

Doering, Zahava D., and Hutzler, William P. A Description of Officers and Enlisted Personnel in the U.S. Armed Forces: A Reference for Military Manpower Analysis. R-2851-MRAL. Santa Monica, CA: Rand, March 1982.

This 672-page report presents a massive body of demographic, economic, behavioral and attitudinal information about officers and enlisted personnel in the Armed Forces based on (1) the 1979 Department of Defense Survey of Personnel Entering Military Service (including 30,000 enlistees), (2) the 1978-79 Department of Defense Survey of Officers and Enlisted Personnel (including 54,000 men and women on active duty in the four Services), and (3) the 1979 Reserve Force Studies Surveys (of over 30,000 Reservists in the Army Reserve and Army National Guard). Although ethnic identifiers were used in the surveys, most tables presented do not include ethnicity in the tabulations of questionnaire responses. Hispanics are treated as a group in pay grade distributions and in a chapter presenting useful information concerning relations among ethnic and racial groups in the Armed Forces.

Duran, Richard P. Hispanics' Education and Background. New York: College Entrance Examination Board, 1983.

This work draws together much of the existing survey data and

research relevant to understanding the current educational status of Hispanics. Issues surrounding the relationship of demographic characteristics to educational attainment are treated in this basic reference.

Dworkin, Anthony G. "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans." Sociology and Social Research 49 (No. 2, 1965):214-224.

The survey of 280 native- and foreign-born Mexican-American students and community residents found that the native-born had more negative attitudes about Anglos than did the foreign-born subjects. Some possible reasons for this difference are discussed.

Dyer, Stanford P., and Knighten, Merrell A. "Discrimination After Death: Lyndon Johnson and Felix Longoria." Southern Studies 17 (No. 4, 1978):411-426.

This article describes discrimination against Mexican-Americans and the beginning of the G.I. Forum.

Eitelberg, Mark J. Subpopulation Differences in Performance on Tests of Mental Ability: Historical Review and Annotated Bibliography. Technical Memorandum 81-3. Washington, D.C.: Office of the Secretary of Defense, 1981.

This is a useful 50-page overview of issues concerning the test performance of persons in different population categories. The areas covered include sex, age, race, social class, ethnicity, and "other" characteristics (education, geographical location, and physical characteristics). Particular attention is given to testing by the American military. The annotated bibliography is selective and arranged by subject; it includes important or pivotal works in each area.

Eitelberg, Mark J., Richards, John A., and Rosenblatt, Richard D. The Post-Vietnam Era Veterans' Educational Assistance Program: Participation During the First Year. RE-ED-78-12. Alexandria, VA: Human Resources Research Organization, 1978.

This is part of a semiannual report on participation in the new Post-Vietnam Veterans' Educational Assistance program (VEAP), covering the first full year of the program's operation (1977). The report includes several selected studies of VEAP minority participation, with racial/ethnic groups being white/non-Spanish, white/Spanish, black, and "other." Another report in this series, Survey of Participants and Inactive/Former Participants in the Post-Vietnam Era Veterans' Educational Assistance Program: Results

and Conclusions, provides information on the background, methodology, and results of a survey conducted in early 1980.

Eitelberg, Mark J., with Lathrop, Mary Ellen, and Laurence, Janice H. Mandpower for Military Occupations. Monterey, CA: Naval Postgraduate School, forthcoming.

This monograph extends work undertaken in Screening for Service (Eitelberg et al., 1984). First, the history of the military work force is examined through data from the Civil War to the present. A brief history of standards used for the selection and assignment of new recruits is then presented, along with a description of the criteria used by the Military Services for assigning individuals to occupational training. The monograph then examines the effects of standards on (1) the basic enlistment eligibility and (2) the military job eligibility of persons in different population groups--focusing on racial/ethnic groups (white, black, and Hispanic) and the sexes. Finally, the author evaluates the effects of selection and classification standards on the actual participation of women and minorities, including detailed information on the period of the enlistment test misnorming (1976-80). A technical appendix is also presented that contains the expected "rate" at which American youth (18-23 years old) would probably qualify for every occupation in each of the four Military Services--by racial/ethnic group and sex--based on education and aptitude standards used during fiscal year 1984.

Eitelberg, Mark J., Laurence, Janice H., Waters, Brian K.; with Perelman, Linda S. Screening for Service: Aptitude and Educational Criteria for Military Entry. FR-PRD-83-24. Alexandria, VA: Human Resources Research Organization, September 1984.

Written for a general audience, this monograph analyzes results from the Profile of American Youth study, in which the Armed Services Vocational Aptitude Battery was given to a nationally representative sample of approximately 12,000 young men and women participating in the National Longitudinal Survey (NLS) of Youth Labor Force Behavior. The authors discuss the historical background of entry standards used by the military, focusing mainly on education and aptitude criteria. The monograph presents enlistment "eligibility rates" and historical participation rates for whites, blacks, and Hispanics, and explores the implications of testing on the present and future enlistment of minorities in the military. A chronology of aptitude standards appears in the appendix. Hispanics are treated as a group although, in some cases, females are separated from males.

Enloe, Cynthia H. Ethnic Soldiers: State Security in Divided Societies. Athens: Univ. of Georgia Press, 1980.

Although Hispanics in the American military are not discussed, this reference is relevant to the subject in that it presents a general discussion of the role minorities play in police and military organizations. Cross-cultural and historical examples are employed to show patterns of how central governments politically exploit minorities in the interest of national security.

Ericksen, Charles A. "Uprising in the Barrios." In Mexican-Americans in the United States: A Reader, pp. 289-294. Edited by John H. Burma. New York: Schenkman, 1970.

This article provides background information on the political development of Mexican-Americans; it notes the close relationship between educational development and political activism.

Estrada, Leobardo F. "The Importance of Demographic Data for Information Providers: An Illustration of the Latino Population. Unpublished paper. Los Angeles: Graduate School of Architecture and Urban Planning, Univ. of California, nd.

The author describes the unique demographic features of the American Hispanic population (mainly that it is large, youthful, and growing), and stresses the importance of policy planning to meet the Hispanic population's impact on society.

Evans, John S., and James, Dilmus D. "Conditions of Employment and Income Distribution in Mexico as Incentives for Mexican Migration to the United States: Prospects to the End of the Century." International Migration Review 13 (No. 1, 1979):4-24.

This discussion of demographic and economic conditions in Mexico, and incentives existing in the United States, supports the argument that there is no reason to believe that the flow of undocumented migrants from Mexico will diminish in the near future.

Fagen, Richard D., et al. Cubans in Exile: Disaffection and the Revolution. Stanford, CA: Stanford Univ. Press, 1968.

This title provides a detailed profile of Cubans who came to the US between 1959 and 1962.

Faircloth, Faith. "Hispanic Soldiers: Proud to Be Us." Soldiers 38 (No. 9, 1983):28-31.

The author interviews Hispanics in the Army and finds that they are positive and pragmatic.

Faris, John H. "Economic and Noneconomic Factors of Personnel Recruitment and Retention in the AVF." Armed Forces and Society 10 (No. 2, 1984):251-275.

Related to the subject of this bibliography only in an indirect sense, this article discusses various motivations for joining the military, such as family tradition, educational opportunities, and national spirit, some of which may be particularly important in considering minority participation in the military.

Feagin, Joe R. "Indirect Institutionalized Discrimination: A Typological and Policy Analysis." American Politics Quarterly 5 (No. 2, 1977):177-200.

This is a general discussion about forms of discrimination that an organization may exhibit. For that reason, it gives insight into how the military may discriminate against minorities and others who might not have acceptable qualifications.

Felice, Lawrence G. "Mexican American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socioeconomic Deprivation." Social Science Quarterly 53 (No. 4, 1973):716-726.

This study evaluates the relative importance of family background, school socioeconomic climate, and school racial-ethnic composition for Mexican-American self-concept and educational achievement. Data comes from a larger, three-year study of students in Waco, Texas. For Mexican-Americans, self-concept and the racial-ethnic composition of the school were consistently the largest influence on academic achievement and dropout rates. Positive self-concept encouraged high achievement test scores; negative self-concept, dropping out. Racially and ethnically segregated school climates raised barriers to the academic achievement of Mexican-Americans, promoting dropout behavior.

Fernandez-Marina, Ramon. "The Puerto Rican Syndrome: Its Dynamics and Cultural Determinants." Psychiatry 24 (No. 1, 1961):79-82.

This is a general discussion of what has been diagnosed as an anxiety or conversion reaction among Puerto Ricans in the Armed Forces.

Fitzpatrick, Joseph P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, NJ: Prentice-Hall, 1971.

The author calls this book an "interpretative essay" that focuses on the impact of immigration on the cultural identity of New York Puerto Ricans. In this effort, he draws together much information relating to the structure of the Puerto Rican community, themes supported within Puerto Rican families, the school experience, and mental health, all of which is very useful in developing a basic understanding of the mainland Puerto Rican population. Information from this book particularly concerning Puerto Rican families is included as a chapter in Ethnic Families in America, Patterns and Variations, edited by C. Mindel and R. Habenstein (New York: Elsevier, 1976).

Fleming, Lizanne. Parental Influence on the Educational and Career Decisions of Hispanic Youth. Report. Washington: National Council of La Raza, 1982.

This report is based on data from the 1980 High School and Beyond Longitudinal Study of some 58,250 high school sophomores and seniors (6,700 of whom were Hispanic). Hispanics generally were found to rank below blacks and far below whites with regard to their aspirations and expectations in work and schooling. Among Hispanic subgroups, Puerto Ricans ranked the lowest, followed by Mexican-Americans. Cubans had the best self-image and the greatest amount of confidence in their ability. They also had the highest socioeconomic status of the Hispanic groups. Family status seemed linked to this in that children of less educated parents tended to have lower educational expectations; highly educated Hispanic parents had higher expectations for their children's education and career plans than did less educated parents. Hispanic mothers, in particular, were found to have greater influence on their children than black or white mothers.

Flyer, Eli S. First Term Attrition Among Enlisted Personnel Grouped by Racial/Ethnic Background. Monterey, CA: BDM Corp. 1984.

This report describes the results of analyses investigating the relationships between attrition and membership in various racial/ethnic groups, based on a sample population of over two million male and female recruits enlisting during the period FY 1973-1979. Attrition rates were determined for this population in respect to Service, race, ethnic group, educational level, AFQT, and sex. Among the findings were that Hispanic male recruits experienced lower attrition than white or black enlistees. Among female recruits, black women were least likely to attrite, followed by Hispanic women.

Ford Foundation. Not Working: Unskilled Youth and Displaced Adults. Working Paper. New York: Ford Foundation, 1983.

This 64-page overview of current and future trends explores the causes and consequences of unemployment. Hispanics are mentioned in comparisons with blacks.

Frankel, Martin R., and McWilliams, Harold A. The Profile of American Youth. Chicago: Univ. of Chicago, National Opinion Research Center, March, 1981.

This is a technical description of the Profile of American Youth sample base (derived from the 1979 National Longitudinal Survey). Because it includes an oversampling of Hispanic, black, and poor white youth, as well as a sample of 17-21 year olds in the military, it is an extremely important source of information on the behavior of these groups. For an analysis of results, see US Dept. of Defense, 1982.

Fredland, J. Eric, and Little, Roger D. "Educational Levels, Aspirations and Expectations of Military and Civilian Males, Ages 18-22." Armed Forces and Society 10 (No. 2, 1984):211-228.

The information for this article comes from the authors' data base noted in the following annotation. In the article, they treat educational levels, aspirations, and expectations of blacks, whites, and Hispanic youth cohorts. Particularly interesting are the white-minority differences which emerge, such as whites in the military having lower levels of educational attainment than their civilian counterparts but blacks and Hispanics in the military having higher levels of educational attainment than their civilian counterparts.

Fredland, J. Eric, and Little, Roger D. Socioeconomic Characteristics of the All-Volunteer Force: Evidence from the National Longitudinal Survey, 1979. Annapolis, MD: US Naval Academy, Dept. of Economics, 1982.

Based on the 1979 National Longitudinal Survey of Labor Force Behavior, Youth Cohort, the authors compare whites, blacks, and Hispanics in socioeconomic characteristics, attitudes toward the military, and educational attainment. Although Hispanic subgroup differences are not treated, differences between foreign- and native-born Hispanics are noted. This reference also considers the effects of vocational training on earnings, difficulties in locating jobs, and job satisfaction, but does not address these issues with regard to Hispanics separately.

Gandara, Patricia. "Chicano Scholars: Against All Odds." Paper presented at the Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Albuquerque, NM, Nov. 20-22, 1980. Distributed by the Rand Corp., Santa Monica, CA.

Based on information from 45 interviews, this paper presents a succinct discussion of the background characteristics of high educational achieving Mexican-Americans. Important positive influences included parents' regard for hard work, the mother's family role, the school environment, and the nature of the community from which the subject came.

Garcia, F. Chris. "Orientations of Mexican American and Anglo Children Toward the U.S. Political Community." Social Science Quarterly 53 (No. 4, 1973):814-829.

The data upon which this article is based came from a survey conducted in schools with 50% or more Spanish-surnamed students in two geographical areas in California; a total of 1,254 school-children participated. Cognition of verbal symbols of the United States was found to come later for the Mexican-American; however, the Mexican-American youngster demonstrated a high degree of affect towards the national community. Yet, as their perceptions of the United States became sharper and based on more experience, disillusionment and rejection of the United States was likely to occur.

Garcia, F. Chris, and Garza, R.O. de la. The Chicano Political Experience: Three Perspectives. North Scituate, MA: Duxbury Press, 1977.

Not directly relevant, this is an analysis of political behavior.

Garcia, John A. "Political Integration of Mexican Immigrants: Explorations into the Naturalization Process." International Migration Review 15 (No. 4, 1981):608-625.

This article discusses influences and consequences of the significant degree of non-naturalization of Mexicans. It includes information from the 1979 Chicano Survey, which was one of the first attempts to construct a probability sample on a national basis on individuals of Mexican origin. One point brought out that may influence Mexican incentives for obtaining citizenship is that one of the primary reasons for immigration has been for work; Mexicans in this country are primarily workers and, secondly, potential citizens.

Garcia, John A. "Yo Soy Mexicano...: Self-Identity and Sociodemographic Correlates." Social Science Quarterly 62 (No. 1, 1981):88-98.

Based upon a secondary analysis of the Survey of Income and Education (1976), this article explores sociodemographic trait differentiation of individuals identifying themselves as Mexican-American, Chicano, Mexican, Mexicano, or "Other Spanish."

Garcia, John A., and Avalos, Manuel. Hispanic Youth in the Labor Market: Explorations into the Job Search Process. Research report. Washington: National Council of La Raza, nd.

Using the data base from the 1979 National Longitudinal Survey, this is one of the few examinations of Hispanic youth in the labor market and their job search methods.

Garcia, Philip. Joblessness Among Hispanic Youth: 1973-1981. Report. Washington: National Council of La Raza, 1982.

This is a very useful 40-page summary of available information (mainly from the Department of Labor) on employment patterns of Hispanic youth. When possible, comparisons are made with other youth groups.

Garcia, Philip. "Trends in the Relative Income Position of Mexican-Origin Workers in the U.S.: The Early Seventies." Sociology and Social Research 66 (No. 4, 1982):467-483.

Based on both the 1970 census and the 1976 Survey of Income and Education, this study finds that the earnings among Mexican immigrants continued to be retarded by restricted wage opportunities. Because even native-born Mexican-Americans appear to have more in common with the more marginally employed adult immigrants and therefore be more likely to encounter unemployment, downturns in the economy may offset gains in socioeconomic status.

Garcia, Philip, and Hurtado, Aida. Differences in Unemployment and Job Turnover Rates Among Young Hispanic, Black, and White Workers. Report. Washington: National Council of La Raza, 1982.

Based on data from the 1979 National Longitudinal Study of Youth Survey, this 30-page report investigates the determinants of Hispanic youth unemployment. Specifically, it seeks to explain why the Hispanic unemployment figures are often 5 to 10 percentage points higher than the rate for like-aged white youth in the job market. Generally, the findings suggest that it is the nature

of the job market opportunities available to Hispanics, characterized by unstable jobs, rather than the background characteristics of Hispanic youth that contributes to their higher unemployment rates. The authors distinguished between unemployment resulting from involuntary job separation (layoff, discharge, and end of program) and unemployment resulting from a "quit status," where separations were related to economic reasons (search for better jobs, employment conditions, or wages). They found that the quit rates for Hispanic and white youths were almost equal, suggesting that differential layoff rates are at the cause of higher minority unemployment rates. No support was found for the notion that either Hispanic or black youths were less stable employees than white youths.

Garcia-Cabrera, Angelita. "The Hispanic Veteran of the Armed Services and in the Veterans Administration." Ph.D. dissertation, Brandeis Univ., 1978. (Available from University Microfilms International.)

One of the very few studies of Hispanic veterans, this dissertation is based on a questionnaire examination of a group of 373 subjects with regard to their usage of and attitudes toward veteran services, as well as to their general background characteristics. Mexican-Americans and Puerto Ricans are treated separately; the sample component of Cubans was too small to allow conclusions about Cuban veterans. Generally, Hispanic veterans did not avail themselves of veteran services to which they were entitled because of cultural, language, and accessibility barriers. Unlike Anglos, Hispanics tended to rely on a very strong family support system that helped them emotionally and otherwise when they were in trouble. Of the major treatment services provided to veterans (general medical and surgical; chemotherapy; individual and group psychotherapy; social work therapy; educational, occupational and corrective therapies), medical and surgical treatment was the one most often used by Hispanics, suggesting to the author that Hispanics tend to psychosomatize their illnesses more than do Anglos. Much other similar information is provided in this 250-page work.

Garza, Raymond T., and Ames, Russell E. "A Comparison of Chicanos and Anglos on Locus of Control." In Chicanos: Social and Psychological Perspectives, pp. 133-135. Edited by C. Hernandez, M. Haug, and N. Wagner. Saint Louis: C.V. Mosby, 1976.

Based on test results of a sample of 204 freshmen and sophomore students (including 88 Anglos, 86 Mexican-Americans, 9 blacks, and 21 individuals from other ethnic groups), this study found Mexican-Americans to be significantly less external than Anglos. The authors explain this difference in terms of family-centered cultural values held by Hispanics. Other results discussed are related to Anglo stereotypes of Mexican-Americans.

Gaspar, Jeffrey Casey. "The Hispanic and the U.S. Economy." In The State of Hispanic America, pp. 1-15. Produced by the National Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This 15-page examination of the economic role of Hispanics in the US work force draws together information from the census and other sources. Hispanic subgroups are treated.

Gecas, Viktor. "Self-Conceptions of Migrant and Settled Mexican Americans." In Chicanos: Social and Psychological Perspectives, pp. 140-151. Edited by C. Hernandez, M. Haug, and N. Wagner. Saint Louis: C.V. Mosby, 1976. (First published in Social Science Quarterly 54 [No. 3, 1973]:579-595.)

Based on interview results from a sample of members within 85 Hispanic families in the Yakima Valley of Washington State, this study reached the general conclusion that migrants had a more positive and favorable view of themselves than did settled Mexican Americans; migrants appeared to be more firmly rooted in structural sources of identity (family, religion, work, ethnicity) than settled counterparts, possibly reflecting psychological consequences of acculturation.

Giesecke, G. Lee. The Use of Spanish Surnames as a Means of Identifying Latinos in the United States and Puerto Rico. Technical Report No. HumRRO-PP-22-74. Alexandria, VA: Human Resources Research Organization, 1974.

Based on questionnaire responses of a sample of 5,019 former servicemen, this paper discusses attendant problems with the use of Spanish surnames as a way to identify persons living in the US with Latin-American birth or ancestry.

Ginter, James L., and Goral, John R. Minority Market Study. Washington: Department of Defense, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs), October 1976.

This study of minority male youth enlistment seeks to gauge the propensity of black and Hispanic youth to enlist and their attitudes, awareness, and perceptions of military service. The study is based on a national sample of 1,019 black and 434 Hispanic 16 to 21-year-old males who had no military experience and were not enrolled in a four-year college, and a second survey of 390 black college students at 10 predominantly black and 10 predominantly white colleges which offered ROTC. Although minority subjects are pooled together in most of the report, one section compares responses of blacks, Puerto Ricans and Chicanos.

Glazer, Nathan, and Moynihan, Daniel P. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, MA: Massachusetts Institute of Technology Press, 1970.

This reference is included because it is now a classic study of minority integration into American society. It includes a chapter describing the historical background and the then current social position of Puerto Ricans in New York City.

Gonzalez, Alex. "Sex Roles of the Traditional Mexican Family: A Comparison of Chicano and Anglo Students' Attitudes." Journal of Cross-Cultural Psychology 13 (No. 3, 1982):330-339.

This study questions the validity of applying traditional Mexican family sex roles to Mexican-Americans in that a certain amount of culture change is likely to have taken place. About 450 undergraduate students at California State University were interviewed. The subjects included groups of male and female Chicanos and Anglos. Significant differences were found between ethnic groups and sex groups; the traditional view of Mexican family sex roles was not supported.

Gosnell, Paul W. Cultural Adaptation of Second Language Soldiers. Preliminary report. Fort Monroe, VA: Training Developments Institute, 1981.

This study is based on a collection of more than 200 interviews with second language soldiers (primarily from Puerto Rico) undergoing basic and advanced individual training, drill sergeants, first sergeants, military instructors, medical personnel, and others. It seeks to point out cultural adaptation problems of second-language soldiers during initial entry training. The report's format consists primarily of interview texts, making it a unique published record of, among other things, discrimination against Hispanics. The following conclusions were drawn from these interviews: (1) because these soldiers are placed in MOSs based on the ASVAB, which is given in English, soldiers who are less proficient in English are placed in nontechnical MOSs and in Combat Arms; (2) although the average Puerto Rican enlistee is better educated, motivated, and disciplined than enlistees in general, many are not able to overcome linguistic and cultural barriers and leave the Army at or before the expiration of their first term of service (the ones who can overcome these barriers make "excellent career soldiers"); (3) lack of English proficiency is the primary problem for these soldiers; and (4) there are wide-spread incidences of cultural misunderstanding between these soldiers and Anglos.

Gould, Sam. An Analysis of Career Patterns and Problems Among Mexican-American College Graduates. Report PB-299 875. Washington: US Dept. of Commerce, through the National Technical Information Service, 1979.

This study looks at the career experiences of 111 Mexican-American college graduates (in San Antonio, Texas) and defines variables positively associated with those who are considered to be upwardly mobile. In addition, the study notes organizational characteristics that the upwardly mobile minority member should look for when evaluating career alternatives.

Grace, William J. "Ataque." New York Medicine (January, 1959):12-13.

The author, a medical doctor who served in a Puerto Rican hospital, describes the symptoms of this reaction, which has been reported among Puerto Ricans living in both Puerto Rico and New York City. He suggests that the reaction has been differently diagnosed, however, among the two subpopulations.

Gray, Lois S. Institutional Barriers to the Employment and Economic Mobility of Puerto Ricans in New York City. Report PB-299 849. Washington: US Dept. of Commerce, through the National Technical Information Service, 1979.

Based on a complete review of relevant literature and a series of interviews with Puerto Rican job-seekers, union officials, public officials, and others, this informative work seeks to distinguish problems that Puerto Ricans encounter in finding employment. The text is 70 pages long.

Grebler, Leo, Moore, Joan W., and Guzman, Ralph C. The Mexican-American People. New York: Free Press, 1970.

Designed by the Mexican-American Study Project at the University of California, Los Angeles, this 1963-1968 study represents one of the most comprehensive evaluations of Mexican-Americans carried out to date. Chapters detail historical background information, existing socioeconomic conditions, and Mexican-American participation in general society, religion, and politics. Although this 800-page work may be out of date in some respects, it includes a wealth of valuable insights concerning this ethnic group.

Griggs, Anthony. "Minorities in the Armed Forces." Race Relations Reporter 7 (July, 1973):9-14.

In this exposition of the military's prejudicial treatment of minorities, the author includes several paragraphs about the

high rate at which Puerto Ricans, both from Puerto Rico and the mainland, were inducted during the Vietnam War.

Guhleman, Patricia, and Tienda, Marta. A Socioeconomic Profile of Hispanic-American Female Workers: Perspectives on Labor Force Participation and Earnings. Working Paper 81-7. Madison, WI: Univ. of Wisconsin, Center for Demography and Ecology, 1981.

This 50-page report draws together information from the 1976 Survey of Income and Education. Hispanic subgroups are discussed separately.

Gutierrez, Armando, and Hirsch, Herbert. "The Militant Challenge to the American Ethos: 'Chicanos' and 'Mexican Americans'." In Chicanos: Social and Psychological Perspectives, pp. 26-37. Edited by C. Hernandez, M. Haug, and N. Wagner. Saint Louis: C.V. Mosby, 1976.

This study is based on a questionnaire given to 786 students in grades 7 through 12 in Crystal City, Texas (86% of whom were Mexican-American). It attempts to distinguish the political awareness and personal aspirations of students who classed themselves as Chicanos, compared with those who classed themselves as Mexican-Americans. Some differences were found. For example, students who identified themselves as Chicanos were more likely to disagree with the classic conceptualization of the US's justice system, that a person is innocent until proven guilty. Chicanos were likely to have a cynical (or more realistic) view of life in Anglo society.

Guzman, Ralph C. "Mexican American Casualties in Vietnam." In Three Perspectives on Ethnicity, pp. 282-288. Edited by C. Cortes, et al. New York: Putnam, 1976.

This is a unique reference in that such information is difficult to obtain.

Guzman, Ralph C. The Political Socialization of the Mexican American People. New York: Arno Press, 1976.

Useful as a background source, this publication includes chapters on patterns of leadership among Mexican-Americans and on generational differences in response to leadership.

Hanson, Earl P. Transformation: The Story of Modern Puerto Rico.
New York: Simon and Schuster, 1955.

Somewhat useful as a historical reference, this book notes reasons for migration to the mainland and discusses discrimination against Puerto Rican units in the Army.

Harrington, Floyd. "Hispanic Americans Speak Up." Soldiers 30
(No. 9, 1975):23-27.

This brief article reports a round-table discussion among five Hispanic soldiers of their reasons for joining the Army and some of their experiences in the military. If much more detailed information of this type were given, it would be very useful.

Harris, William W. Puerto Rico's Fighting 65th U.S. Infantry.
San Rafael, CA: Presidio Press, 1980.

Although this is useful as a historical chronicle of activities, it lacks details of interpersonal relations among members of the unit and between members of this unit and other units that would give valuable insight into the military experience of Hispanics. Harris was assigned to Puerto Rico as the commander of the 65th, which, he says, was what "the Pentagon brass referred to as a 'rum and Coca Cola' outfit."

Hayes-Bautista, David E. "On Comparing Studies of Different Raza Populations." American Journal of Public Health 73 (No. 3, 1983):
274-276.

Short but useful, this reference provides guidelines for defining Hispanic subpopulations.

Heller, Celia S. "Class as an Explanation of Ethnic Differences in Mobility Aspirations." In Mexican-Americans in the United States: A Reader, pp. 357-362. Edited by John H. Burma. New York: Schenkman, 1970.

Useful to the understanding of the social context in which Hispanics find themselves, this reference notes that although aspirations for social mobility and status exist, all immigrant populations concentrate initially at the bottom of the socioeconomic ladder. Mobility begins with the second generation. The question of whether Mexican cultural traits, such as family obligations and manliness, are conducive to mobility in industrialized societies is addressed.

Heller, Celia S. Mexican American Youth: Forgotten Youth at the Crossroads. New York: Random House, 1966.

This early attempt to examine mobility among Mexican- American youth is based on interviews and field work carried out primarily in Los Angeles, 1960 census data, and a variety of other sources. Information about Hispanics at that time was very limited. Chapters cover their school experience, delinquency, and ambitions, particularly with regard to work; views about the military do not occur.

Hernandez, Alfred J. "Civil Service and the Mexican American." In Mexican-Americans in the United States: A Reader, pp. 171-179. Edited by John H. Burma. New York: Schenkman, 1970.

This is a survey of the number of Hispanics employed by various agencies within the federal government. At the time the article was written, the Department of Defense was the only agency that had a special program for Spanish-surnamed Americans as well as job placement centers dedicated to the placement of Hispanics in jobs with government contractors.

Hernandez, Jose, Estrada, Leo F., and Alvirez, David. "Census Data and the Problem of Conceptually Defining the Mexican American Population." Social Science Quarterly 53 (No. 4, 1973):671-687.

This provides a very useful evaluation of the 1950, 1960, and 1970 census methods of distinguishing this subgroup from the rest of the population. Problems in the enumeration of the population are indicated by the estimate that from 3-50% of the Mexican-Americans were not counted.

Higgs, Robert. "Race, Skills, and Earnings: American Immigrants in 1909." Journal of Economic History 31 (No. 2, 1971):420-428.

This interesting historical study is indirectly relevant in its finding that each new immigrant group to the United States came in at the bottom of the economic ladder partly because later groups were less literate than those who arrived before. This is something to keep in mind in considering Hispanic socioeconomic achievement and English proficiency.

Hill, Walter H., and Fox, William M. "Black and White Marine Squad Leaders' Perceptions of Racially Mixed Squads." Academy of Management Journal 16 (No. 4, 1973):680-686.

One of the few studies of this type, this article presents questionnaire data which indicate the way black and white supervisors

feel and act toward their black, Puerto Rican, and white subordinates. Out of 138 squad members, only 16 were Puerto Rican. However, some differences were detected in the way white supervisors treated minority group members; white leaders seemed to single out their Puerto Rican squad members for heavier doses of praise than they gave their white subordinates. This occurred with blacks as well.

"Hispanic Culture in Today's Navy." All Hands (September, 1978):4-7.

This article briefly describes why several Hispanics like serving in the Navy.

Hispanic Policy Development Project. The Hispanic Almanac. Washington: Hispanic Policy Development Project, 1984.

This 164-page report provides one of the most useful collections of data about Hispanics in the United States. It includes basic demographic information on Hispanics as a group, as well as on the Hispanic subgroups. It also presents profiles of the 20 largest Hispanic markets, including information on socioeconomic status, population size and growth, age-sex distributions, income, educational status, and other material drawn primarily from the 1980 census.

Hispanic Policy Development Project. "Make Something Happen," Hispanics and Urban School Reform, Vol. I and II. Washington: Hispanic Policy Development Project, 1984.

This is a report by the National Commission on Secondary Schooling for Hispanics, which was created by the Hispanic Policy Development Project. It attempts to define reasons why so many inner-city public high schools are not more successful in educating Hispanics. The Commission included 16 members, drawn from different professions and backgrounds, who held meetings in New York, Miami, Los Angeles, Chicago, and San Antonio with students, parents, teachers, administrators, and others. The report presents insights from these interviews as well as evaluations of existing research and programs dealing with Hispanic education.

Hispanic Policy Development Project. Moving into the Political Mainstream, Vol. 1. Washington: Hispanic Policy Development Project, 1984.

This 25-page report presents survey interview/questionnaire results from 448 Hispanic elected or appointed officials (including a member of the US Congress, state legislators, city council

members, school board officers, and others) who were asked various questions regarding the current and future status of Hispanics in American society.

Hispanic Policy Development Project. Moving Up to Better Education and Better Jobs, Vol. II. Washington: Hispanic Policy Development Project, 1984.

This publication gives further results of the survey described in the previous annotation.

"Hispanics Make Their Move." U.S. News and World Report (Aug. 24, 1981):60-64.

Representative of the developing interest in the Hispanic population, this article provides a demographic profile.

Hui, Chi-Chiu Harry, and Triandis, Harry C. Locus of Control, Religiosity, Theistic Externality, and Occult Beliefs Among Mainstream and Hispanic Navy Recruits. Technical Report No. ONR-12. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

Based on a sample of 161 Navy recruits (about half of whom were Hispanics from three areas of the country), this 7-page report compares religious orientation, beliefs in the occult and supernatural, and locus of control of the Hispanics with the mainstream group.

Ingraham, Larry H. The Boys in the Barracks: Observations on American Military Life. Philadelphia: Institute for the Study of Human Issues, 1984.

This account is not directly related to the subject of this bibliography, but it is included as a very useful ethnographic description of Army life at the enlisted level. It presents a context in which to consider the nature of Hispanic interaction within unit groups.

Jacobs, James B., and Hayes, Leslie A. "Aliens in the U.S. Armed Forces: A Historico-Legal Analysis." Armed Forces and Society 7 (No. 2, 1981):187-208.

One of the few references on this subject, this article presents historical material showing that the US military has been a relatively open institution with respect to immigrants and has contributed to their assimilation into American society. The article concludes with comments about the potential number of aliens who could serve in the Armed Forces and the idea that citizenship earned through military service (which does not now exist) may be more politically acceptable than a blanket amnesty program.

Jaffe, A.J., Cullen, Ruth M., and Boswell, Thomas D. The Changing Demography of Spanish Americans. New York: Academic Press, 1980.

This 426-page book is said to be the most intensive analysis of a body of census data ever published, and it focuses on the American Hispanic population. Chapters cover general demographic characteristics, labor force participation patterns, educational statistics, fertility rates, economic standing, and other information drawn from the 1970 census for the following Hispanic subgroups: Hispanos, Mexican-Americans, Puerto Ricans, Cubans, and Central/South Americans.

Janowitz, Morris. "Military Institutions and Citizenship in Western Societies." Armed Forces and Society 2 (No. 2, 1976):185-204.

Although this article does not directly relate to the subject of Hispanics and the military, it is useful in connection with the question of whether or not the military serves as a supportive institution for the development of nationalism, whether it be for citizens or aliens.

Janowitz, Morris. The Professional Soldier. New York: Free Press, 1960.

Indirectly relevant, this comprehensive study of military leadership illuminates the context in which Hispanic behavior in the military may be better understood.

Janowitz, Morris, and Moskos, Charles C. "Five Years of the All-Volunteer Force: 1973-1978." Armed Forces and Society 5 (No. 2, 1979):171-218.

Aside from presenting a useful overview of issues and trends of the AVF, this evaluation includes passing comments regarding

the change in the social/ethnic composition of the military to include more blacks and Hispanics. Thus, the qualifications and backgrounds of entering recruits are different from those of the traditional mainstream recruit. This, according to the authors, has broad implications in general personnel performance.

Janowitz, Morris, and Moskos, Charles C. "Racial Composition in the All-Volunteer Force. Armed Forces and Society 1 (No. 1, 1974): 109-123.

Although this paper focuses on the policy implications of black over-representation in the military, some of the discussion also applies to minority representation in general. For example, one point made is that the military is especially attractive to minorities deprived of social advantages because of the education and skill training that it offers. From the military viewpoint, the cost of this additional training by enlisting a larger minority component may be questioned.

Jennings, James. Puerto Rican Politics in New York City. Washington: University Press of America, 1977.

This is a detailed analysis of historical and current Puerto Rican political participation. Reasons for the lack of development of Puerto Rican political organizations are explored.

Johnson, Roberta Ann. "The Newyorican Comes Home to Puerto Rico: Description and Consequences." In Return Migration and Remittances: Developing a Caribbean Perspective, pp. 129-156. Edited by W.F. Stinner, K. de Albuquerque, and R.S. Bryce-Laporte. RIES Occasional Paper No. 3. Washington: Smithsonian Institution, 1982.

This is a useful review of historical and current demographic characteristics of migrant Puerto Ricans.

Juarez and Associates. A Survey of Mexican American Workers in Two Selected Urban Areas in the Southwest. Executive Summary to the Final report. Los Angeles, CA: Juarez and Associates, 1980.

This is one of the few studies of job search methods used by adult (33- to 35-year-old) Mexican-Americans. It is based on 817 in-person interviews with subjects in Orange County (California) and Harris County (Texas). The subjects' primary job search handicaps were lack of English proficiency, lack of labor market information, and low level of schooling.

Justin, Neal. "Culture Conflict and Mexican-American Achievement." In Education of the Spanish-Speaking Urban Child, pp. 269-274. Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas, 1975.

This brief argument suggests that various forms of culture conflict may be a greater barrier than language to the acculturation, assimilation, and achievement of Mexican-Americans.

Keefe, Susan E. "Acculturation and the Extended Family Among Urban Mexican Americans." In Acculturation, Theory, Models and Some New Findings, pp. 85-110. Edited by A.M. Padilla. Boulder, CO: Westview Press, 1980.

Based on survey responses of Mexican-Americans in Santa Paula, Santa Barbara, and Oxnard, California, between 1975 and 1977, this research finds that the extended features of the Mexican-American family do not decline in size or strength along with acculturation.

Kerr, Louise A.N. de. "Chicano Settlements in Chicago: A Brief History." Journal of Ethnic Studies 2 (No. 4, 1975):22-32.

Information in this article contributes to the issue of whether being in the military makes a difference in the socioeconomic mobility in later life of minorities by noting that the core leadership of Chicago settlements is composed of Mexican-American veterans.

Kim, Choongsoo. The All-Volunteer Force: 1979 NLS Studies of Enlistment, Intentions to Serve, and Intentions to Reenlist. Worthington, OH: Ohio State Univ., Center for Human Resource Research, 1982.

Both this and the following report are based on data from a youth cohort, ages 14 to 21, from the 1979 National Longitudinal Surveys of Labor Force Experience. The magnitude of the sample, along with the fact that the 1979 survey included oversampling of black, Hispanic, and poor youth (in approximately equal numbers of men and women), a sample of 1,300 persons of the same age group who were serving in the Armed Forces, and a military component to the questionnaire, provide the information for this 150-page report which is a preliminary analysis of data to indicate to the Department of Defense the potential directions further research of the information may lead. Among other things, this report compares the social and educational background and the quality of employment and job satisfaction of civilian and military counterparts. The report also examines the re-enlistment intentions

and postservice status of persons who have left the military. In most cases, Hispanics are compared to black and white groups; Hispanic subgroups are not differentiated.

Kim, Choongsoo, et al. The All-Volunteer Force: An Analysis of Youth Participation, Attrition, and Reenlistment. Worthington, OH: Ohio State Univ., Center for Human Resource Research, 1980.

Using the same data base as described above, this 130-page report also treats Hispanics as a group.

Kincaid, J. Peter, et al. Field Test of the Verbal Skills Curriculum. Technical Report No. 128. Orlando, FL: Dept. of the Navy, Training and Evaluation Group, 1982.

This report evaluates a verbal skills improvement program given to 45 Navy recruits who were deficient in English skills prior to regular recruit training. Most of the subjects were natives of Puerto Rico. One result was that the attrition rate was significantly lower for the recruits participating in the program than for a control group. The report also includes an economic analysis of operating the program.

Knight, George P., et al. "Acculturation of Second- and Third-Generation Mexican American Children." Journal of Cross-Cultural Psychology 9 (No. 1, 1978):87-97.

This article is based on the testing of 144 Anglo and Mexican-American fourth-, fifth-, and sixth-grade children from a "traditional" Mexican-American community. From the second to the third generation, the Mexican-American children were found to become increasingly like the Anglos with respect to field independence, reading achievement, and math achievement; opposite trends were obtained with respect to self-esteem; locus of control did not seem to change with generation.

Knowlton, Clark S. "The Neglected Chapters in Mexican-American History." In Mexican-Americans Tomorrow, pp. 19-59. Edited by G. Tyler. Albuquerque: Univ. of New Mexico Press, 1975.

This reference is included as a background source because it notes how serving in the wars helped Mexican-Americans get into mainstream American society.

La Luz. "Special Hispanic Roots Edition." La Luz 7 (No. 9, 1978).

Among a series of articles covering Hispanic history and subgroup profiles, this issue includes a section on Hispanics in the Armed Forces. The history of Hispanic participation is recounted. Short biographies of Hispanics who served more recently are also presented along with other notes about Hispanics in the military.

Lamare, James W. "The Political Integration of Mexican American Children: A Generational Analysis." International Migration Review 16 (No. 1, 1982):169-188.

This 1978 study was based on responses from 700 Mexican-American youth, 9 through 14 years old, residing in El Paso, Texas. The subjects were clustered into generational cohorts and presented questions to gauge their acceptance of prevailing political orientations in the US. Examples of these questions were, if they thought "... the U.S. is the best country in the world," and if they were "glad to be living in the U.S." Among the findings were that all the subjects showed only a limited commitment to the American political community; on a self-identification question, none of the cohorts preferred the label "American" over identification tags more reflective of their national origin; and only weak relationships were found between economic class and generation and between matriculation in school and political assimilation. In addition, third-generation subjects showed a decline in political assimilation compared with first- and third-generation subjects. The assimilation pattern suggested by this last finding has been replicated in other studies of Mexican-American integration into American society.

Langness, L.L. "Hysterical Psychosis: The Cross-Cultural Evidence." American Journal of Psychiatry, 124 (No. 2, 1967):143-152.

The author builds a case for the cross-cultural classification of this anxiety reaction, which is precipitated by stress. Among the cases he describes are those reported by Army doctors in Puerto Rican units.

Laosa, Luis M. "Bilingualism in Three United States' Hispanic Groups: Contextual Use of Language by Children and Adults in Their Families." Journal of Educational Psychology 67 (No. 5, 1975):617-627.

The three groups studied in this article were Central Texas Mexican-Americans, Miami Cubans, and New York Puerto Ricans. Considerable variation was found between children and adults and among the Hispanic subgroups. The Puerto Ricans showed the greatest degree of maintenance of the mother language. In contrast, the Mexican-

Americans showed the greatest degree of language shift. The greatest variation between adult and child occurred with Mexican-Americans and Cubans.

Laosa, Luis M. "Cognitive Styles and Learning Strategies Research." Journal of Teacher Education 28 (No. 3, 1977):26-30.

This is useful as a background reference because it presents an overview of concepts and research that attempts to distinguish learning style differences between Mexican-American and Anglo children.

Leavitt, Ruby R. The Puerto Ricans: Culture Change and Language Deviance. Viking Fund Publications in Anthropology, No. 51. Tucson: Univ. of Arizona Press, 1974.

This is very useful as a background reference because it presents a comprehensive profile of New York Puerto Ricans.

Levine, Barry B. "The Puerto Rican Circuit and the Success of Return Migrations." In Return Migration and Remittances: Developing a Caribbean Perspective, pp. 157-181. Edited by W.F. Stinner, K. de Albuquerque, and R.S. Bryce-Laporte. RIIES Occasional Paper No. 3. Washington: Research Institute on Immigration and Ethnic Studies, Smithsonian Institution, 1982.

Primarily based on published references, this article presents an overview of the themes of Puerto Rican migration to and from the mainland. The author notes how the Puerto Rican National Guard, which became a component of the Army during World War II, was an important source of employment and support for Puerto Ricans, and introduced on a large scale training in nontraditional urban skills.

Levy, Mark R., and Kramer, M.S. The Ethnic Factor: How America's Minorities Decide Elections. New York: Simon and Schuster, 1972.

Useful as a secondary reference, this book includes a discussion of Chicano and Puerto Rican political participation.

Lewis, Oscar. Five Families: Mexican Case Studies in the Culture of Poverty. New York: John Wiley and Sons, Inc., 1962.

This work is useful for an understanding of Hispanic cultural background. The author, an anthropologist, conducted a number of what have become classic ethnographic studies of Mexican-Americans, Mexicans, and Puerto Ricans. Through detailing the daily lives

of focal characters, this book, which is representative of the author's style of his monographs, presents portraits of a cross-section of five families in Mexico. La Vida, A Puerto Rican Family in the Culture of Poverty - San Juan and New York and The Children of Sanchez, Autobiography of a Mexican Family are two other works of this type.

Lisansky, Judith. Interpersonal Relations Among Hispanics in the United States: A Content Analysis of the Social Science Literature. Technical Report No. 3. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1981.

Almost 300 pages long, this is a comprehensive review of 1960-1980 social science literature dealing generally with the effects of Hispanic culture on social behavior and, specifically, with the effects on interpersonal relations. The information is organized around a series of relevant dimensions defined by Dr. Harry Triandis, who has conducted extensive research for the Navy on Hispanic recruits. These dimensions fall into the areas of patterns of thought (ideologism vs. pragmatism, associative vs. abstractive), values (mastery-subjugation to nature, time orientation, doing/being activity orientation, individualism vs. collectivism, uncertainty avoidance, masculinity vs. femininity), behavior patterns, social organization (self-concept, identification, ingroup-outgroup definitions), social differentiation (power distance, sex, age, family, language, religion, race, castes, nationality), and relations among Hispanics. Importantly, the studies included are evaluated in terms of the experience of their authors, the methodology used in the research, and the time period in which the study was done. In addition, the literature is divided according to the Hispanic subgroup it treats.

Lopez, Alfredo. The Puerto Rican Papers: Notes on the Re-Emergence of a Nation. New York: Bobbs-Merrill, 1973.

Written in an informal and blunt manner, the author's insights into New York Puerto Rican employment patterns, livelihood, attitudes toward education, linguistic integration, and political behavior make this a valuable background reference work.

Lopreato, Sally C., and Poston, Dudley L. "Differences in Earnings and Earnings Ability Between Black Veterans and Non-Veterans in the United States." Social Science Quarterly 57 (1977):750-766.

This does not treat Hispanics but does raise relevant questions about the positive influence of the military as a bridging occupation for minorities. The study uses a sample from the 1970 US census

and found that service had a positive effect on later earnings of blacks. This usually is not the case with whites who have served.

McDonagh, Edward C. "Status Levels of Mexicans." Sociology and Social Research 33 (No. 6, 1949):449-459.

Among other historical information, this article describes Mexican-American labor shifts during World War II.

Machado, Manuel A. Listen Chicano! An Informal History of the Mexican-American. Chicago: Nelson Hall, 1978.

Useful background information and insights occur in this book. A chapter on the 1940-1950 period notes that the promise of American citizenship prompted many Mexican nationals to join the Armed Forces. In addition, President Maneul Avila Camacho of Mexico urged Mexican citizens in the United States to join the American military in order to stave off European dictatorship. Lack of job deferments for Mexican-American draft-age youth and the view that the military could be a step toward upward social mobility attracted other Hispanics to military service.

McKay, Emily G. A Demographic Summary of Hispanic Americans. Report. Washington: National Council of La Raza, 1985.

Although this reference consists of only four pages, it covers basic characteristics of the Hispanic population's size and distribution, age and family status, educational attainment, income and employment patterns, rate of home ownership, and poverty level rates.

McKay, Emily G. Hispanic Political Empowerment. Report. Washington: National Council of La Raza, 1984.

This is a 2-page overview of Hispanic political participation at the national and state level.

McKay, Emily G. Hispanic Statistics Summary. Report. Washington: National Council of La Raza, 1982.

This 12-page report consists of demographic descriptions derived from a number of sources, full references for which are given.

McKay, Emily G. A Summary of the Hispanic Market: Characteristics

and Consumer Patterns. Report. Washington: National Council of La Raza, 1985.

This interesting 12-page report summarizes the limited research about Hispanic consumer habits and media use, and identifies some of the different approaches now being used by advertisers to reach the Hispanic market, either as a whole or as segmented parts.

McKay, Emily G. and Yzaguirre, Raul. Recent Hispanic Polls: A Summary of Results. Washington: Hispanic Policy Development Project, 1984.

This 12-page report of major Hispanic surveys defines the major issues as seen by the participants: lack of Hispanic educational achievement, high rates of Hispanic unemployment, lack of Hispanic voting participation, and immigration policy.

Mackey, William F., and Beebe, Von N. Bilingual Schools for a Bicultural Community: Miami's Adaptation to the Cuban Refugees. Rowley, MA: Newbury House Publishers, 1977.

This is a primary account of Cuban interest and participation in Miami public schools, particularly in the late 1950s and early 1960s. The initial waves of Cuban immigrants of this period established the tone of development of this ethnic group and were unlike other Hispanic immigrants in that many were businessmen, professionals, or had other experience that gave them an advantage in adapting to life in the United States.

McWilliams, Carey. North from Mexico. New York: Greenwood Press, 1968.

This book contains general background information on Mexican-Americans, including some notes on their labor market participation during World War II.

Madrigal, Sergio X. The School-to-Work Transition: The Experience of Hispanic and Non-Hispanic Youth. Report. Washington: National Council of La Raza, 1982.

Based on the 1979 National Longitudinal Survey of Youth Labor Market Experience, this is one of the few detailed studies that examines the Hispanic school-to-work transition. Two groups of Hispanic youth were analyzed: one included youth out of school at the time of the survey (Jan.-May, 1979); the other group consisted of Hispanic youth out of school for at least one year and therefore assumed to have ended formal schooling and to have permanently

entered the job market. Differences in the labor market experience of these youth are compared with that of black and white 14- to 22-year-old youth cohorts.

Madsen, William. Mexican-Americans of South Texas. New York: Holt, Rinehart and Winston, 1964.

This is a basic anthropological description of a Mexican-American community; Hispanic views toward the military are not mentioned.

Manaster, Guy J., and King, Mark B. "Mexican-American Group Cohesiveness and Academic Achievement." In Education of the Spanish-Speaking Urban Child, pp. 275-279. Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas, 1975.

Based on data collected in public schools of a medium-sized southwestern US city at two grade levels (7th and 10th), this study tests the hypothesis that Mexican-American students' cliquishness is related to their minority status and that this may be tested in schools by comparing variance in achievement (GPA). The schools studied were arranged on the basis of whether Mexican-Americans represented a majority, minority, or half of the student body. Even if the hypothesis was not completely confirmed, the following trends were noted: (1) Middle-class Mexican-American students did not seem to stick together, as expressed by their GPA, when they are a minority; (2) working-class Mexican-American students, when a minority in a school, show more cliquishness and have a smaller population variance on GPA; and (3) when the Mexican-Americans represent a majority, their GPA variance seems larger.

Marin, Gerardo. "Stereotyping Hispanics: The Differential Effect of Research Method, Label, and Degree of Contact." International Journal of Intercultural Relations 8 (No. 1, 1984):17-27.

Using information from a survey given to 100 Anglo college students in Los Angeles, the author establishes stereotype components of the following groups: Hispanics, Puerto Ricans, Americans, Mexican-Americans, and Chicanos. A unique feature of the survey was that the subjects did not select traits from a list but were allowed to freely generate their thoughts.

Marin, G., Betancourt, H., and Triandis, H.C. Perceived Acceptability of Acculturative Behaviors by Hispanic and Mainstream Navy Recruits. Technical Report ONR-17. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

Based on a sample of 75 Hispanic and 83 mainstream Navy recruits, this study seeks to define the perceptions that Hispanic and Anglo respondents would have of immigrants keeping or losing their native language and various cultural customs. Generally, both groups showed a preference for biculturalism on the part of the immigrant; Hispanics were somewhat more accepting of the immigrant using only his or her native language. This report is 8 pages long.

Marin, G., et al. Ethnic Affirmation Versus Social Desirability as a Determinant of Discrepancies in the Responses of Hispanic Bilinguals to Spanish and English Versions of a Questionnaire. Technical Report No. ONR-18. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This study tests for differences when bilinguals answered two questionnaires concerning cultural values. In one questionnaire the answers were given in Spanish and therefore were assumed to represent the native's perspective. The other questionnaire was answered in English. Closeness of the two responses to each question was then judged; evidence was found that the answers given in English were not the same as those given in Spanish.

Market Facts, Inc. Youth Attitude Tracking Study, Fall 1982. Arlington, VA: Market Facts, Inc., yearly from 1976.

This is a yearly report of a study, initiated in the fall of 1975, to track the self-reported attitudes, perceptions, and preferences of 16 to 21 year olds with respect to future service in the military. The data base includes between 4 and 6 thousand subjects; Hispanics are represented approximately in their proportion to the general population and are treated as a group in the instances where they are mentioned in the analyses. For example, in the 1983 analysis, blacks and Hispanics were found to comprise a larger proportion of the positive propensity group (to enlist) than they did of the negative propensity groups.

"Marketing to Hispanics." Advertising Age March 21, 1985.

One of the major themes brought out in this collection of articles, essays, and market analyses is the great cultural and social variation that exists among the different Hispanic subgroups. Accepted generalities about the American-Hispanic population (e.g., that Hispanics are younger, live in larger households,

are more loyal to the church and family, and are poorer and less schooled but are increasing their income and education levels) make it difficult to "reach" the Hispanic market as a whole. Market profiles of such cities as Albuquerque, Brownsville, Chicago, El Paso, Houston, Los Angeles, Miami, New York, San Antonio, and San Francisco illustrate the extensive differences among Hispanic subgroups.

Martindale, Melanie, and Poston, Dudley L. "Variations in Veteran/Non-veteran Earnings Patterns Among World War II, Korea, and Vietnam War Cohorts." Armed Forces and Society 5 (No. 2, 1979):219-243.

Useful to the question of the military as a bridging occupation, this study uses 1970 census data and, among other things, distinguishes a cohort of Mexican-American veterans and non-veterans. The overall results provide support for the hypothesis that military service may have a positive influence on later civilian earnings of Mexican-Americans.

Massey, Douglas S. "Hispanic Residential Segregation: A Comparison of Mexicans, Cubans, and Puerto Ricans." Sociology and Social Research 65 (No. 3, 1981):311-322.

One conclusion reached by this analysis of 1970 census data from eight US urban areas is that Hispanic segregation from whites is no greater than that of other recently arrived ethnic groups during and after the period of their rapid immigration. Based on what has happened in the past, Hispanic segregation will decline with time. Subgroup variations are noted.

Mattison, Eugene G., and Northrup, Herbert R. Minority Upgrading and Mobility in the Navy and Marine Corps. Technical Report No. 3, Miscellaneous Series No. 20. Philadelphia, PA: Univ. of Pennsylvania, Industrial Research Unit, The Wharton School, 1975.

This is a general discussion of recruitment policy and practices of the Navy in the all-volunteer environment, especially with regard to their impact on minorities. Blacks are the focus: Hispanics and other minorities are mentioned in passing.

Meier, Matt S., and Rivera, F. The Chicanos: A History of Mexican Americans. New York: Hill and Wang, 1972.

This work includes general comments on Mexican-American participation in World War II and on the development of political organizations.

Mendoza, Richard H., and Martinez, Joe L. "The Measurement of Acculturation." In Explorations in Chicano Psychology, pp. 71-82. Edited by Augustine Baron. New York: Praeger, 1981.

Using data on Mexican-Americans, the authors construct a multidimensional model for acculturation.

Mendoza-Friedman, Minerva. "Spanish Bilingual Students and Intelligence Testing." In Education of the Spanish-Speaking Urban Child, pp. 280-288. Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas, 1975.

This article reviews the arguments against use of standardized tests for Chicano and other minority students.

"Minority Recruitment at Indian Head." All Hands (No. 744, 1979):42-45.

This article describes how a Navy station recruiter both increased Hispanic representation at his station and gained needed manpower by recruiting directly from Puerto Rico. His effort was particularly successful because the recruiter continued to support the recruited Hispanics as they were integrated into their new work environment.

Mirande, Alfredo. "The Chicano Family: A Reanalysis of Conflicting Views." Journal of Marriage and Family 39 (1977):747-756.

The reanalysis concludes, among other things, that the Chicano family has a strong emphasis on familism; that, although the father is accorded much deference and respect, the mother has great informal influence; that the family is not necessarily a hindrance to ideals surrounding urbanization, industrialization, and acculturation; and that the family is basically nuclear and not extended. The author points out that part of the strength and persistence of the Chicano family to maintain its ethnicity results from its historical context of helping to counter the encroachment of colonialism by Anglos.

Mittelback, Frank G. and Moore, Joan W. "Ethnic Endogamy - The Case of Mexican Americans." In Mexican-Americans in the United States: A Reader, pp. 235-248. Edited by John H. Burma. New York: Schenkman, 1970.

Based on an analysis of 7,492 Hispanic marriage licenses issued in Los Angeles County during 1963, this study looks at Mexican-American exogamy as an indicator of maintenance of ethnicity. Rates of out-group marriage were generally higher than expected, with the general rate being similar to those of Italian and Polish ethnic populations in Buffalo, New York, a generation ago. The

rates also increased by generation. The general implication is that, given the decline of historical social barriers, Mexican-Americans will assimilate into mainstream culture, as have other minority groups.

Montenegro, Marilyn. Chicanos and Mexican-Americans: Ethnic Self-Identification and Attitudinal Differences. San Francisco: R. and E. Research Associates, 1976.

This survey, done in 1971 in a Los Angeles high school, is interesting because four questions about the military were included. These questions had to do with how the subject viewed military service. Those who considered themselves to be Chicanos were more negative about the military and did not plan to enter at the same rate as those who considered themselves to be Mexican-Americans.

Montez, Philip. Some Differences in Factors Related to Educational Achievement of Two Mexican-American Groups. San Francisco: R. and E. Research Associates, 1960.

This study compared the attitudes of Mexican-Americans who attended college to similar data for Mexican-Americans who did not attend college. Some of the findings were that the influence of the Mexican cultural background persisted for both groups but more so for the noncollege group; more individuality and freedom were shown by members of the college group in community affiliations; and the college group was comparatively more aggressive in pursuing goals.

Montoya, Alfredo C. "Hispanic Workforce: Growth and Inequality." La Luz 8 (No. 3, 1979):18-20.

The author presents a useful summary of the Hispanic workforce characteristics, with note of subgroup differences.

Morales, Mauro, and Garza, F. Hispanic Concerns with the Immigration and Naturalization Service. Report. Washington: National Council of La Raza, 1982.

This reference is useful for background information on the history and current status of relations between the INS and the American Hispanic community.

Morales, William R. The Mexican American: A Study of Ethnic Minority Anonymity in the Air Force. Maxwell Air Force Base, AL: Air Command and Staff College, 1975.

This work is one of the few nonsurvey-type studies of Hispanics in the military and probably the only one presenting case studies of the various kinds of discrimination Hispanics face in the Air Force. He argues for further study of the nature of Hispanic participation in the military.

Morin, Raul. Among the Valiant: Mexican-Americans in WW II and Korea. Alhambra, CA: Borden Publishing Co., 1966.

In a sense, this is one of the primary works on Hispanics in the military because it is the first major documentation of positive contributions of Hispanics to the Armed Forces. It is written in a popular style to bring to the attention of the general American public the heroic deeds of Hispanics. The author's hope was to develop a greater appreciation of the Hispanic component of the country's population. In contrast, Morales' book, noted in the previous annotation, presents what probably is a more realistic perspective of the role relegated to most Hispanics in the military.

Moskos, Charles C. The American Enlisted Man. New York: Russell Sage Foundation, 1970.

This classic book is listed here as a background information reference; it describes in detail the social and peer group environment existing in the military. It is essential to have this kind of information in order to understand the military social context in which Hispanics or others of interest may participate.

Muller, Thomas, and Espenshade, Thomas J. The Fourth Wave, California's Newest Immigrants. Washington: Urban Institute Press, 1985.

Between 1970 and 1983, more than one million Hispanics, Asians, and other foreign-born persons settled in Los Angeles County. This comprehensive, 217-page study provides many insights into the social, political, and economic effects of this population movement. The second chapter presents a useful demographic profile of Mexicans, who constitute the majority of these immigrants. One point made is that the characteristics of the immigrant Mexican group are basically similar to those of resident Mexican-Americans, emphasizing the limited socioeconomic achievement of the resident group. The third chapter is also particularly useful in that it provides an overview of the value system of Mexican families, the neighborhood organization of Mexican immigrants, the educational

conditions of Mexican youth, and some of the factors related to English-language acquisition by Mexican immigrants.

Muratti, Jose A. History of the 65th Infantry, 1899-1946. San Juan: (mimeo with no publisher given; received from the US Army Military History Institute, Carlisle Barracks, PA), 1946.

This is primarily a documentation of the activities of this unit; it gives little insight into the quality of life and military experience of Puerto Ricans in the unit.

Murillo, Nathan. "The Mexican American Family." In Chicanos: Social and Psychological Perspectives, pp. 15-25. Edited by C. Hernandez, M. Haug, and N. Wagner. Saint Louis: C.V. Mosby, 1976.

The author discusses the degree to which characteristics attributed to Mexican-American families actually apply.

National Assessment of Educational Progress. Performance of Hispanic Students in Two National Assessments of Reading. Report No. SY-HR-50. Denver, CO: Education Commission of the States, 1982.

The data for this 14-page report come from 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress. Although Hispanic students made some significant gains during the period, their reading performance remains below the national level, below the average for whites, and above the black average. By age groups, improvement for Hispanics at age 9 greatly exceeded the national average; at ages 9, 13, and 17, Hispanics in modal grades (the grade in which the majority of students at a particular age are found) did better than Hispanics in general; Hispanics in all age groups did better than blacks in corresponding age groups.

National Center for Education Statistics. "Hispanic Students in American High Schools: Background Characteristics and Achievement." NCES Bulletin (July 1982).

This 9-page bulletin gives a summary of findings from a major study, Hispanic Students in American High School: Background Characteristics and Achievement (listed under F. Nielsen and M. Fernandez) by NCES. These findings included the tendency of Hispanic students to have lower educational aspirations than blacks or non-Hispanic whites; Hispanic students also have lower average scores on math, reading and vocabulary tests than non-Hispanic whites; among Hispanic subgroups, great variation is found in both academic achievement and background characteristics.

National Center for Health Statistics, Trevino, F.M., and Moss, A.J.
"Health Indicators for Hispanic, Black, and White Americans."
Vital and Health Statistics, Series 10, No. 148. DHHS Pub.
No. (PHS) 84-1576. Washington: Government Printing Office,
Sept. 1984.

A complete health status profile of Hispanics and Hispanic
subgroups is presented in this 88-page analysis of 1978, 1979,
and 1980 National Health Interview Survey data.

National Center for Health Statistics, Ventura, S.J. "Births of
Hispanic Parentage, 1981." Monthly Vital Statistics Report
33 (No. 8, Supp. DHHS Pub. No. [PHS] 85-1120).
Hyattsville, MD: Public Health Service, Dec. 1984..

This 15-page report presents relevant highlights of this census
analysis, covering correlations with marriage patterns, family
structure, prenatal care, and educational attainment.

National Council of La Raza. Perspectives on Undocumented Workers:
Black and Hispanic Viewpoints. Report. Washington:
National Council of La Raza, 1980.

Much of the information in this 38-page paper comes from interviews
with leaders of national black and Hispanic organizations as
well as from published material. Although this reference is
tangential to understanding Hispanics in the military, the views
expressed are interesting in that they reflect the interplay
of political interests of the two competing minorities, which
to some degree forms a basis for race relations between individuals
within the groups.

National Council of La Raza. Socioeconomic-Demographic Highlights
of Hispanic Americans. Washington: National Council of
La Raza, nd.

Drawn primarily from 1980 census data, the information
is presented in 20 tables.

Newman, Morris J. "A Profile of Hispanics in the U.S. Work Force."
La Luz 8 (No. 2, 1979):38-47.

Originally published in the Monthly Labor Review (Dec. 1978),
this is a concise summary of the Hispanic labor force character-
istics. Subgroup differences are noted.

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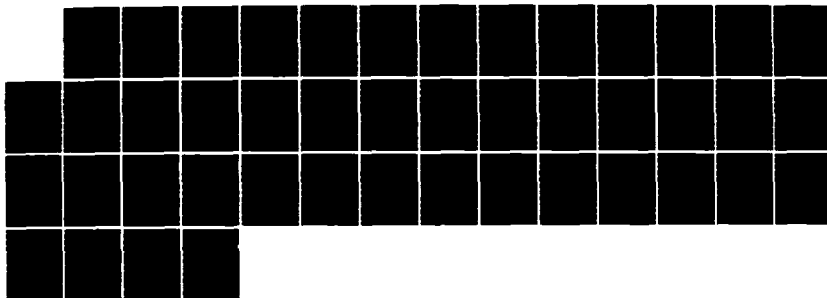
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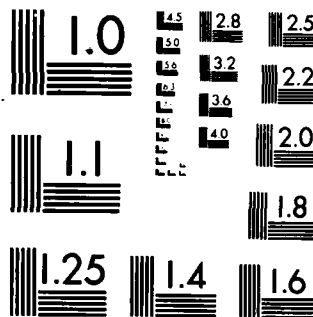
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Nielsen, F., and Fernandez, R. M. Hispanic Students in American High Schools: Background Characteristics and Achievement. Washington: National Center for Education Statistics, 1981.

This is a basic reference on the educational status of Hispanics. The data and analysis are based on the 1980 National Center for Education Statistics study, *High School and Beyond*, and covers demographic characteristics, language use, and academic achievement of Hispanic subgroups.

Nordlie, Peter G., Thomas, J.A., and Sevilla, E.R. Measuring Changes in Institutional Racial Discrimination in the Army. Technical Paper 270. Arlington, VA: US Army Research Institute for the Behavioral and Social Sciences, 1975.

Although it does not treat Hispanics directly, this analysis may be useful for the model it develops to measure discrimination, based on a comparison of actual and expected numbers of blacks in certain situations or having certain characteristics.

Northrup, Herbert R., Di Antonio, Steven M., Brinker, John A., and Daniel, Dale F. Black and Other Minority Participation in the All-Volunteer Navy and Marine Corps. Philadelphia, PA: Univ. of Pennsylvania, Industrial Research Unit, The Wharton School, 1979.

This is one of the early important works that examines the nature of minority participation in the Navy and Marine Corps, as well as the response of these services to affirmative action and equal opportunity mandates. While the emphasis is primarily on blacks, many issues raised are relevant to the consideration of Hispanics in the military. Chapters cover recruiting policy and practices, occupational structure, advancement processes, and other aspects of the Navy and Marine Corps as they affect minority participation.

Ogletree, Earl J. "Success - With a Spanish Accent." In Education of the Spanish-Speaking Urban Child, pp. 437-444. Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas, 1975.

This article portrays the success with which Cubans have adapted to life in the United States.

Ogletree, Earl J., ed. Education of the Spanish-Speaking Urban Child.
Springfield, IL: Charles C. Thomas, 1975.

The collection of articles in this book provides useful background information on and discussion of the important issues concerning Hispanics in schooling. Some of the particularly relevant articles are noted separately in this bibliography.

Ogletree, Earl J., and Mandujana, Jerry. "Mexican American Children."
Migration Today 7 (No. 4, 1979):13-14.

This report first discusses the issue of whether certain cognitive or learning styles may be incompatible with the teaching methodology used in public schools, then gives the results of a study of 32 Mexican-American first and second graders in a Chicago public school. Being Mexican-American and being younger/less experienced were associated with field dependence, indicating that attention should be given to cognitive style differences of children from nonmainstream cultural backgrounds.

Ortiz, Vilma, and Gurak, Douglas T. School-to-Work Transition: A Comparative Analysis of Hispanic and white Youth. Final report.
Washington: National Council of La Raza, 1982.

This is one of a small body of studies in this area. Based on information from the Youth Cohort of the National Longitudinal Surveys of Labor Market Experiences (1979), and such variables as family of origin characteristics, high school experiences, and family attitudes and events are analyzed in terms of how they influence the educational experience (dropping out of high school, not pursuing college studies following high school graduation, and dropping out of college) and labor market behavior.

Orum, Lori S. Career Information and Hispanic High School Students.
Report. Washington: National Council of La Raza, 1982.

The information contained in this 24-page summary report was derived from a reanalysis of data collected in the Survey of Career Information Systems in Secondary Schools, conducted by the Educational Testing Service in 1980 for the National Institute of Education and the National Occupational Information Coordinating Committee. The report attempts to characterize (1) how career delivery programs in schools with high Hispanic populations vary from those in schools in general, and (2) how Hispanic students respond to career information sources differently than do students in general. Conclusions reached were: (1) Hispanic students tended to use school counselors and parents less as sources of information than did other students, but were more likely to turn to teachers, friends, and outside-school resources; (2)

Hispanic students could not rely on counselors alone to provide adequate career information and education because there were too few Hispanic and/or bilingual counselors, other counselors had not received adequate training to deal with culturally different youth, and counselors tended to pursue rather passive strategies, waiting until the youth sought them out for information, which Hispanic youth did infrequently.

Orum, Lori S. The Education of Hispanics: Selected Statistics. Report. Washington: National Council of La Raza, 1985.

This useful 40-page profile of Hispanics draws together information from some of the primary relevant data sources, including current census reports, the High School and Beyond study, and National Center for Education Statistics surveys. The report begins with a summary of demographic characteristics: age-sex pyramids graphically show the youthfulness of the Hispanic population compared with that of the general US population. Other sections cover Hispanic enrollment and performance in public elementary and secondary schools and occupational aspirations and expectations. In some cases, Hispanic subgroups are compared with each other and with white and black segments of the school population.

Orum, Lori S. The Educational Status of Hispanic American Children. Report. Washington: National Council of La Raza, 1982.

Pulling information together from a variety of statistical sources, this 21-page report provides an educational status report on Hispanics through tables and some text.

Orum, Lori S. Hispanic Dropouts: Community Responses. Report. Washington: National Council of La Raza, 1984.

Based on information from interviews with 34 Hispanic community-based organizations in various states, this 24-page paper presents an overview of the characteristics of programs provided specifically for Hispanic dropouts. Sections give statistics on Hispanic dropout rates (which can range from 35 to 88% of the school-aged Hispanic population), causes for the high dropout rates, and an examination of the features of the successful programs.

Oxford-Carpenter, Rebecca; Harman, J.; and Redish, J. English-as-a-Second-Language Programs in the Army. Research Report 1354. Alexandria, VA: US Army Research Institute for the Behavioral and Social Sciences, 1983.

This report evaluates three Army English programs (a 3-week, 3-month, and 6-month) whose students primarily consisted of Puerto Ricans with high school diplomas but with particularly weak skills in speaking English. Although the programs differed, all three produced gains in English proficiency. The programs also were found to have a positive influence on attrition, particularly among the lower-scoring students.

Oxford-Carpenter, Rebecca, Pol, L., and Gendell, M. Demographic Projections to the Year 2000 of Limited English Proficient Hispanic Accessions in the U.S. Army. Research Report 1349. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences, 1983.

This important source underscores the necessity of planning for an increased Hispanic component of military manpower through the end of this century by presenting projections that show substantial growth in the number of Hispanics, especially Puerto Ricans, entering the military. The report itself is 15 pages long; much additional information is presented in the appendixes.

Oxley, Diana, and Barrera, Manuel. The Effect of School and Peer Group Size on Chicanos' Risk of Dropping out of High School. Paper. Washington: National Council of La Raza, nd.

This 25-page report explores the question of why Chicanos drop out of high schools in such large numbers. It looks at how the high school environment (school size and peer group size) contributes to the problem. Using a subset of students who responded to the 1980 High School and Beyond Survey, this study found that, particularly for Chicanos, small school size was positively related to attitudes and behaviors that predisposed students toward dropping out of school. Other results were less conclusive, but the importance of the school environment as an influence in student attrition was stressed as an area for more research.

Palmer, Annette. "The Politics of Race and War: Black American Soldiers in the Caribbean Theater During the Second World War." Military Affairs 47 (No. 2, 1983):59-62.

Among the interesting historical information, this article documents why, because the Caribbean theater was quiet, it was considered

a good location for stationing troops whose fighting ability was questioned on racial grounds, particularly blacks and Puerto Ricans.

Penalosa, Fernando. "The Changing Mexican-American in Southern California." In Mexican-Americans in the United States: A Reader, pp. 41-51. Edited by John H. Burma. New York: Schenkman, 1970.

This general discussion of post World War II Mexican-American history describes how this ethnic group became more politically active after the war.

Portes, Alejandro, and Bach, Robert L. "Immigrant Earnings: Cuban and Mexican Immigrants in the United States." International Migration Review 14 (No. 3, 1980):315-341.

This study examines determinants of earnings among two groups of recent immigrants, Cubans and Mexicans. Subjects are interviewed at the time of entry into the United States and three years later. The results tend to support the idea that the structural characteristics of the market are somewhat more important in determining earnings of immigrants than are background characteristics which immigrants bring with them or the education and occupational skills which they acquire in the United States.

Poston, Dudley L., and Alvirez, David. "On the Cost of Being a Mexican American Worker." In Chicanos: Social and Psychological Perspectives, pp. 99-109. Edited by C. Hernandez, M. Haug and N. Wagner. Saint Louis: C.V. Mosby, 1976. (First published in Social Science Quarterly [1973]:697-709.)

Based on data from the 1960 census, this study examines the extent to which income differences between Mexican-Americans and Anglos are due to educational and occupational differences, and the extent to which they are due to minority status.

Proctor, James H. Hispanics in the Army ROTC: Problems with Recruiting and Commissioning. Fort Leavenworth, KS: Master's thesis, US Army Command and General Staff College, 1978.

One of the few studies that actually looks at the nature of Hispanic participation in the military, it determines why Hispanic cadets are not being commissioned in the same proportion as their enrollment in the ROTC would suggest. At the time of the report, Hispanics comprised 4% of the nation's ROTC cadets, yet only 1% of the Army's officers who received their commissions through

the ROTC program. Some of the findings were that the two ROTC programs in Puerto Rico constituted the majority of the nation's Hispanic cadets; high cadet admission standards were not maintained in Puerto Rico in order to meet high ROTC enrollment objectives; cultural and linguistic problems which affected Hispanic cadets to a lesser degree elsewhere in the United States became exaggerated in Puerto Rico; and subsequent high attrition resulted in fewer qualified officers being commission, which in turn decreased Hispanic officer production and representation nationwide. The study is based on a survey of the 37 ROTC units whose Hispanic cadets comprised 90% of the nation's total, as well as on a case study of the ROTC in Puerto Rico. It is also based upon a firm foundation of historical and social contextual information surrounding the ROTC programs.

Profile of American Youth. See U.S. Department of Defense.

Puente, Manuel de la. A Preliminary Analysis of the Occupational Aspirations of Hispanic, Black, and White Youths. Final report. Washington: National Council of La Raza, 1982.

This 80-page report examines the impact that participation in government-sponsored employment and training programs had on the occupational aspirations of Hispanic, black, and white youth, ages 14 to 21. The data comes from the 1979 National Longitudinal Survey. The review of relevant literature and major issues concerning the subject is useful, as is a discussion of basic differences between minority (primarily black and Hispanic) youth labor participation patterns and those of nonminority (white) youth.

Ramirez, Albert, and Chavez, Ruth. Family- and Work-Related Attitudes and Aspirations of Hispanic and Non-Hispanic Youth. Paper. Washington: National Council of La Raza, 1982.

Based on information from a national longitudinal study of almost 8,000 youth (21% of whom were Hispanic) who were 14 to 22 years of age in 1979, this is one of the few efforts that examines the attitudes and knowledge of Hispanic youth about working, their family orientation, and their occupational aspirations and expectations. The results presented in this 30-page paper include the following points: (1) Hispanic youth had less knowledge of the world of work than did white, non-Hispanic youth, (2) Hispanic youth had the same commitment and willingness to work as did white non-Hispanics, (3) Hispanic youth had a more traditional view of the female role within the family and expected larger families than did the white, non-Hispanic youth, (4) Hispanic youth had lower educational aspirations and expectations than white, non-Hispanic youth, (5) Hispanic and white youth had the

same level of occupational aspirations, and (6) Hispanic youth who dropped out of school did so for externally related problems, compared with white, non-Hispanic youth, who were more likely to drop out of school for school-related problems.

Ramirez, Manuel. "Cognitive Styles and Cultural Democracy in Education." Social Science Quarterly 53 (No. 4, 1973):895-904.

This article argues that there are differences in cognitive styles, and therefore there are differences in the ways that people learn. Because mainstream educational institutions may not be sensitive to such differences, certain minorities, such as Mexican-Americans, may be placed at an educational disadvantage.

Ramirez, Manuel, Cox, B.G., and Castaneda, A. The Psychodynamics of Biculturalism. Final report. Santa Cruz, CA: Systems and Evaluations in Education, 1977.

The research reported here attempts to refine and validate a model that might be used to understand and predict the development of certain bicultural characteristics, including social flexibility and cross-cultural understanding. A group of 402 Mexican-American college students were used to test the model.

Ramirez, Manuel, and Price-Williams, Douglass R. "Achievement Motivation in Children of Three Ethnic Groups in the United States." Journal of Cross-Cultural Psychology 7 (No. 1, 1976):49-60.

Based on responses of 180 fourth-grade children from Catholic schools in Houston, Texas, the reported research looks at achievement motivation of Mexican-American, black, and Anglo children. Cultural-based motivations for achievement are shown to be important because, when achievement was considered in terms of a family context, Mexican-Americans and blacks scored higher than Anglos. Otherwise, Anglo subjects scored highest of the three groups. In earlier research, the definition of achievement has been based upon a Western view of psychodynamics, which must skew the results against non-Anglo groups when applied cross-culturally.

Ramirez, Oscar, and Arce, Carlos H. "The Contemporary Chicano Family: An Empirically Based Review." In Explorations in Chicano Psychology, pp. 3-28. Edited by Augustine Baron. New York: Praeger, 1981.

The authors present a concise overview of the contemporary Chicano family, combining pre-1980 census material and ethnographic research. They review newer research which suggests that (1) the large network of family relations which characterize Chicano families

is not necessarily incompatible with social mobility in an industrialized society, (2) the family structure is not necessarily being undermined by socialization into mainstream society but remains viable and provides important emotional support, and (3) changes in the traditional views of male dominance, conjugal decision-making, and masculinity indicate that the Chicano family roles may be quite dynamic.

Ramist, Leonard, and Arbeiter, Solomon. Profiles, College-Bound Seniors, 1983. New York: College Entrance Examination Board, 1984.

This publication presents a detailed profile of the ethnic, racial, male, and female populations of 1983 graduating high school seniors who participated in the Admissions Testing Program of the College Entrance Examination Board. A similar publication profiles 1982 and 1981 seniors. These are very useful reports regarding Hispanic educational status in that Mexican-Americans and Puerto Ricans are treated separately and compared with American Indians, Asian/Pacific Americans, blacks, whites, and "other" groups. Complete demographic information is provided along with details of test performance for these groups. The reports for 1982 and 1983 are over 100 pages long.

Raymond, Richard, and Sesnowitz, M. A Study of Educational Investment Returns and Labor Market Experiences of Mexican American College Graduates. Kent, OH: Kent State Univ., College of Business Administration, 1981.

Survey responses from over 2,400 graduates of Pan American University from 1966 through 1974 were used to generate data to study the extent of ethnic differences in annual earnings, rate of return on the educational investment in higher education, fields of study, and various aspects of job search and job satisfaction. Among the findings were that entry-level earnings discrimination against Mexican-American males was statistically significant although small, but increased over time; that job dissatisfaction tended to be higher for Anglos than for Mexican-Americans; and that the rates of return on an investment in a bachelor's degree from the university were quite high for all groups other than Anglo male education majors. This report is almost 300 pages long and contains a bibliography on the subject.

Recio, Manuel. A Pilot Study to Ascertain the Attitudes of Navy Recruiters and Hispanic Youth Toward the Recruitment of Hispanics in the U.S. Navy. Technical Report MC 1-2. Philadelphia: Temple Univ. Merit Center, College of Education, 1980.

Based on interviews conducted with 21 Navy recruiters (who were mostly Hispanic) and 30 Hispanic youth (both groups were from

the major Hispanic population areas and from Puerto Rico), this report briefly explores the recruiting experience from the perspective of both the Hispanic recruit and the recruiter. Among other things, the Hispanic youth were found to prefer Hispanic/bilingual recruiters. Recruiters themselves favored bilingual people in recruiting positions over Hispanic recruiters. Both groups thought that the image of the Navy in Hispanic communities would be better if recruiters took a more personal and active role in the community.

Reimers, Cordelia W. "Labor Market Discrimination Against Hispanic and Black Men." Review of Economics and Statistics 65 (No. 4, 1983):570-579.

Based on data from the 1976 Survey of Income and Education, this analysis finds that lower Hispanic wage levels may result from the American labor market's discrimination against demographic characteristics, such as lack of English proficiency and recency of immigration, rather than from discrimination against Hispanics per se. Subgroup variations are noted.

Reimers, Cordelia W. Sources of the Wage Gap Between Hispanic and Other White Americans. Working Paper No. 139. Princeton: Princeton Univ., Industrial Relations Section, 1980.

This study is based on data from the Survey of Income and Education (US Bureau of the Census, 1976). It is a statistical analysis that looks at various sources of wage loss for Hispanic subgroups.

Rincon, Edward T. "Aptitude Testing, Higher Education, and Minority Groups: A Review of the Issues and Research." In Explorations in Chicano Psychology, pp. 85-108. Edited by Augustine Baron. New York: Praeger, 1981.

Relevant as background to the question concerning fairness of aptitude testing of minorities, this concise treatment of the issues stresses that attention should be given to factors which can potentially influence test performance of minority groups: language, prior course work, short-term instruction, testwiseness, anxiety, and test speedness. Mexican-Americans are included in this discussion.

Roberts, Albert, Johnson, L., and Smith-Waison, M. A Study of the Spanish-Ethnic Soldier: Attitudes, Problems, Needs. Arlington, VA: US Army Research Institute for the Behavioral and Social Sciences, 1973.

This report is based on the Army Experience Survey and an Enlisted Personnel Questionnaire given to 1,000 Spanish-ethnic soldiers

and 600 black or white soldiers at four posts in the United States and five communities in Germany. It is the first major study to obtain data about the Hispanic soldier's self-concept, attitudes toward Army personnel, and problems and needs. Hispanics were divided into Puerto Rican and Chicano groups. Both groups were found to have a lower self-concept than black or white enlisted men; Puerto Ricans expressed more problems and needs than any group; and, Chicanos and Puerto Ricans expressed more negative attitudes toward Army personnel than whites, but more positive attitudes than blacks. Other results are given in 45 pages of text; survey response distributions are given on another 116 pages.

Rodriguez, Armando. "The Employment Profile of Hispanics." In The State of Hispanic America, pp. 133-138. Produced by the National Hispanic Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This general, 6-page statement includes primarily tables. The profile notes Hispanic representation in state, local, and federal government, based on information collected by the Equal Employment Opportunity Commission.

Rogg, Eleanor M., and Cooney, Rosemary S. Adaptation and Adjustment of Cubans: West New York, New Jersey. Monograph No. 5. Bronx, NY: Fordham Univ., Hispanic Research Center, 1980.

Based on census and interview information, this 90-page study focuses particularly on occupational mobility and cultural assimilation and adjustment of Cuban immigrants living in West New York and New Jersey. It was found that upon first entering the US, Cuban migrants were unable to utilize the job skills they had developed in Cuba, but those with higher-level last jobs in Cuba were eventually more successful in climbing the occupational ladder in the US than those who originally had lower-level jobs in Cuba. Related to this, greater age at arrival (implying more work experience) was more important in job mobility than was time in the US. Higher education levels and being male were also advantages in job mobility. However, job mobility is different from sociocultural adaptation, and, in this regard, migrants with higher education levels and migrants who were younger when they arrived in the US became more assimilated in both cultural and English-language dimensions. This suggests that economic adaptation is unrelated to cultural assimilation; Cuban migrants who have been most successful in securing white-collar jobs in the US have not had to abandon their culture to do so. They also do not report significantly greater ability in the English language.

Rojas, Louis A. An Anthropologist Examines the Navy's Recruiting Process. Technical Report No. 4. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1981.

This examination of how Hispanics go through the Navy recruiting process is full of insight derived from using an anthropological approach. Local variations are noted because the study was carried out at various Hispanic population centers, including San Antonio, Miami, Chicago, New York, and Albuquerque. Problems for Hispanics in the recruiting process were suspected because only about one in five potential recruits is enlisted. The major barrier, inadequate academic preparation, is something the Navy cannot do anything about initially. However, this study also brings out other problems. For example, the intense family attachments of Hispanics were seen as not being compatible with Navy life. Another problem identified in the recruiting process itself concerned the point at which recruits are classified and choose a particular career. The amount of time to make the decision is inadequate, particularly for Hispanics, who tend to like to consult with family. Also, with the frequent language problem, Hispanics may not obtain an adequate understanding of career options in the Navy. The situation is exacerbated by the recruiter's need to meet quotas and the intimidating use of computers. If the decision is made to enter, assuming that the recruit is qualified, the career choice often may be a poor one for the individual, and this may affect both performance and re-enlistment rates.

Rojas, Louis A. Hispanics of a San Diego Barrio. Technical Report No. ONR-23. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

Based on five months of participant observations, this report is an anthropological description and profile of an Hispanic community in San Diego. Sections of this 50-page ethnography cover resident attitudes toward working and work organizations as well as interactions between particular subjects in a work environment. One objective of the research was to provide a better understanding of the Hispanic population as a potential source of Navy recruits. One conclusion reached through this analysis was that, because of the quality of interpersonal relationships typically found among these Hispanics, observations of the interactions of Hispanic youth in Anglo work groups suggested that acculturated Hispanics can help unacculturated Hispanics to function more effectively in such groups.

Rojas, Louis A. Salient Mainstream and Hispanic Values in a Navy Training Environment: An Anthropological Description. Technical Report No. ONR-22. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

This study is unique in that it is an anthropological description of Hispanic behavior in a recruit training center in San Diego. The 50-page report arrives at the following conclusions: (1) The behavior of some Hispanics during training is influenced by their attempt to remain "ethnically anonymous" in order to avoid possible negative stereotypes about them held by mainstream recruits and officers. Therefore, Hispanics did not assert themselves and did not attempt to get into leadership positions. The less acculturated Hispanics exhibited greater anxiety in the Anglo environment. (2) Hispanics were less familiar than mainstream recruits with the Navy organization, including the kinds of careers that were available, and the link between kinds of training and activities that would move them toward career goals and those that did not. This confusion was amplified by the fact that many of the Hispanics did not qualify for assignment to a technical school and therefore were assigned to one of various apprenticeship schools, which often led to more menial categories of jobs in the Navy. (3) Rooted in Hispanic cultural themes, most Hispanics had difficulty in separating the office of commander from the person occupying that office. Unlike mainstream recruits, who were likely to link the commanding officer to the concept of a boss, most Hispanics linked the commanding officer to the concept of father. Criticism was therefore taken personally rather than as a suggestion for better performance. Hispanics were more willing to extend a personal kind of respect toward their commanding officers, expected some approachability toward them, and expected them to return a degree of personalistic respect; Hispanics were often frustrated when this did not occur.

Ronfeldt, David, ed. The Modern Mexican Military: A Reassessment. San Diego, CA: Univ. of California, Center for US-Mexican Studies, 1984.

This collection of nine articles is the only book-length analysis of the military in post-World War II Mexico. Although most of the articles are not relevant to the subject of Hispanics in the American Armed Forces, Chapter 5, "Basic Characteristics of the Modern Mexican Military," does discuss some of the motives Mexicans have for joining the military. The majority of basic recruits come from lower-class backgrounds and view military service as a source of upward social mobility. Recruitment occurs at the local level, giving many units a regional orientation and having the attraction for many potential recruits of being close to home during their first tour of duty. Officers also tend to join for social mobility, as well as for a fully subsidized, university-level education and an improved financial position.

They frequently come from the middle and lower levels of middle-class, urban (mainly from Mexico City) society. However, because members of the Mexican armed forces currently number about 120,000, the military apparently is not considered a major source of employment.

Rosen, Gerald. "The Chicano Movement and the Politicization of Culture." Ethnicity 1 (1974):279-293.

This is an interesting discussion of both the meaning and political implication of the term "Chicano" and other Mexican-American self-identification tags.

Rosenberg, Terry J. Residence, Employment, and Mobility of Puerto Ricans in New York City. Research Paper No. 151. Chicago: Univ. of Chicago, Dept. of Geography, 1974.

Although based on 1960's census material and other early data, this study is useful in that it describes the major patterns of and influences on residence, employment, and mobility of New York City Puerto Ricans.

Ross, William, et al. Work Values of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-8. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This 42-page report provides the results of a study using 79 mainstream recruits and 81 Hispanic recruits (including one Cuban, 25 Puerto Ricans, 30 Mexican-Americans, and 17 other Spanish-origin subjects) in an attempt to find differences in attitudes toward work between the two ethnic groups. Although the groups were similar in some aspects, Hispanics were determined to be somewhat more ideological and collectivistic, emphasizing interpersonal cooperation and help in the work situation, than the mainstream group. Both groups had moderately positive attitudes toward work. The Hispanic group was slightly more positive, however, which may reflect the attempt of Hispanics to make a good impression to a greater extent than mainstream recruits. Also, as with this entire series of studies about Hispanic Navy recruits, the Hispanic sample may not be representative of Hispanics in general because the Navy selection process may include only those Hispanics who have acculturated to the degree that they have values similar to those of mainstream recruits.

Rossmann, Joseph E. Private Returns on Investment in Education: An Analysis of Returns to Mexican Americans Graduating from Texas A and I University, Kingsville, Texas. Report PB80-125966. Washington: US Dept. of Commerce, produced by the National Technical Information Service, 1979.

This study finds that the estimated ratio of income gains to costs was significantly lower for Mexican-Americans than for non-Mexican-Americans. In addition, a traditional career path for Mexican-Americans was education, which, compared with other fields, offered little or no economic reward for the training investment.

Rothenberg, Irene F. "Chicanos, the Panama Canal Issues and the Reagan Campaign: Reflections from 1976 and Projections for 1980." Journal of Ethnic Studies 7 (No. 1, 1980):37-49.

This and the following article are unique in that they discuss American-Hispanic sentiments toward US policies in Central and South America. Based on an examination of Chicano press responses, one conclusion reached was that Mexican-Americans and other Latinos can unite behind some Latin American issues. Unlike some of the other ethnic groups in this country, "Chicanos have a better reason than most minorities to look beyond US national boundaries when seeking to confirm an ethnic identity" because of the historical relationship between Mexico and the US, and the current ties between native- and foreign-born Mexicans. However, lack of organization, cohesion, persuasive ability, economic leverage, and general influence probably will prevent the Chicano community from having significant impact on US foreign policies in Latin America.

Rothenberg, Irene F. "Mexican-American Views of U.S. Relations with Latin America." Journal of Ethnic Studies 6 (No. 1, 1978):62-78.

This is a more general discussion than the one in the previous article concerning non-US allegiances of the Chicano community.

Rowan, Helen. "A Minority Nobody Knows." In Mexican-Americans in the United States: A Reader, pp. 295-306. Edited by John H. Burma. New York: Schenkman, 1970.

This article provides background information on Mexican-American political development, particularly noting the interplay between their political image and the stereotypes held by mainstream society. For example, the article notes that although Mexican-Americans outnumber blacks in California two to one, they have not received public attention, especially in the East. If they are thought of at all, it is in terms of stereotypes: "wetbacks,"

farm laborers, etc. Some of these ideas have been enforced by the fact that the few successes Mexican-Americans have had in getting national attention have been through farm-labor issues. However, most Mexican-Americans are not employed in agriculture.

Rubel, Arthur J. Across the Tracks. Austin: Univ. of Texas Press, 1966.

This is an anthropological description of a Mexican-American border community. It includes particularly useful background information about the nuclear family, roles within the family, and how members of the family view others in the community who are not relatives. The nuclear household is seen as a refuge from the threatening larger society.

Rubio, Mauricio, Urdaneta, M., and Doyle, J.L. "Psychopathologic Reaction Patterns in the Antilles Command." U.S. Armed Forces Medical Journal 6 (No. 12, 1955):1767-1772.

Based on a tabulation of information about patients over a one-year period, behavior characteristics and factors that precipitate psychopathologic reaction patterns are described.

Russell, Cheryl. "The News About Hispanics." American Demographics 5 (No. 3, 1983):15-25.

This is an interesting profile of Hispanics, including information from advertising agency research as well as usual census sources. Unfortunately, some of the report notes are not referenced.

Ryan, Ellen B., and Carranza, M.A. "Language Attitudes and Other Cultural Attitudes of Bilingual Mexican-American Adolescents." Ethnicity 7 (1980):191-202.

This study is related to the question of how the use of English by an Hispanic may reflect his or her orientation toward mainstream society. The study looks at attitudes that Mexican-American adolescents have toward language by examining 58 subjects at a Catholic high school in Chicago. It found that students for whom Spanish was their family language had a cultural allegiance favoring Mexico, yet had a positive attitude toward bilingualism; students who were English-dominant showed a slight preference for use of English and were more oriented toward mainstream society.

Sahai, Hardeo. Geographic and Demographic Distribution of Aptitude Scores of the 1980 High School Seniors: An Analysis of High School and Beyond Survey. USAREC Research Memorandum 84-1. Fort Sheridan, IL: US Army Recruiting Command, Research and Studies Division, Program Analysis and Evaluation Directorate, 1984.

In this 50-page report, Sahai provides background and summary information about the National Center for Education Statistics' major national survey of high school sophomores and seniors with respect to their SAT scores, ASVAB scores, and estimated AFQT scores. The results are reported by age, sex, race/ethnicity, socioeconomic status, and Army recruiting brigades. Among other things, the results show that average scores of Hispanics are higher than those of blacks but lower than those of whites.

Sahai, Hardeo. USAREC Studies of Hispanic Recruiting Market. USAREC Research Note 84-1. Fort Sheridan, IL: US Army Recruiting Command, Research and Studies Division, Program Analysis and Evaluation Directorate, 1984.

Based on a review of the literature, this is a 21-page socio-demographic summary of the American-Hispanic population.

Salas, Eduardo, Kincaid, J. Peter, and Ashcroft, Nancy. An Assessment of Hispanic Recruits Who Speak English as a Second Language. Report No. 86. Orlando, FL: Dept. of the Navy, Training Analysis and Evaluation Group, 1980.

To determine the extent of the Navy's problem with recruits who speak English as a second language, 102 Hispanic Navy recruits were tested and interviewed at RTC Orlando. The sample scored significantly below recruits in general on both the Work Knowledge subtest of the ASVAB and the Gates-MacGinitie Reading Test; a high proportion of the sample had reading abilities below the sixth-grade level, which is considered necessary to function in recruit training, and had severe difficulties with oral English. Higher attrition rates and higher rates of referral to Academic Remedial Training programs were also associated with this lower test performance.

Samora, Julian. "Mexican Immigration." In Mexican-Americans Tomorrow, pp. 60-80. Edited by G. Tyler. Albuquerque: Univ. of New Mexico Press, 1975.

This is a review of the historical patterns of Mexican immigration.

Sanchez, Adolpho. A Conceptual Model of the Management "Ethos" Experienced by the Hispanic Administrator and Factors Hindering Advancement to Higher Levels Within an Organization. Report No. PB80-105372. Washington: US Dept. of Commerce, produced by the National Technical Information Service, 1978.

Motivated by the fact that Hispanics are not proportionately represented in employment in the same numbers as their representation within the general population, this study explores the issue of how attitudes of (Anglo) administrators in personnel offices may work to exclude Hispanics from the labor force. Research on this question came from a survey questionnaire given to 150 non-Hispanic and 150 Hispanic administrators from central and southern Californian cities who were in a variety of professional and white-collar occupations. While conclusive proof of discrimination was not found, questionnaire responses did indicate that there were cultural differences in attitudes within the administrative ranks of organizations that influence Hispanic access to employment. Furthermore, because there were not enough management development programs, there were not enough Hispanics in management positions to institute employment policies aimed at Hispanics. Comprehensive employment and training service programs tended to fall to those Hispanics who seek positions in the trades and in nonprofessional occupations.

Sanchez, Phillip V. "Hispanics and Foreign Relations: A Profile." In The State of Hispanic America, pp. 41-55. Produced by the National Hispanic Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This is one of a small group of articles dealing with various political affinities American-Hispanics have toward their original homelands. The article is primarily a policy statement suggesting that Hispanics participate more in, and at a higher level of government and agencies that impact on US-Latin American relations, such as the Department of Defense.

Sandis, Eva E. "Characteristics of Puerto Rican Migrants to, and from, the United States." In The Puerto Rican Experience, pp. 127-149. Edited by F. Cordasco and E. Buccchioni. Totowan, NJ: Rowman and Littlefield, 1973.

This is a complete compilation of information on the subject.

Santiestevan, Henry. "A Perspective on Mexican-American Organizations." In Mexican-Americans Tomorrow, pp. 164-202. Edited by G. Tyler. Albuquerque: Univ. of New Mexico Press, 1975.

This article is relevant to the question of how the military works as a bridging occupation for minorities. It describes how the military experience of both World War I and II expanded the education and perspectives of many Mexican-Americans beyond that of barrio life. "They returned with strong motivations to educate their fellow Mexican-Americans about their political rights," but Hispanic political organizations were characterized by quiet policies of accommodation and adaptation rather than aggressive action.

Scarborough, Edward. "Minority Participation in DoD." Working paper. In Defense Manpower Commission Staff Studies and Supporting Papers, Vol. IV, Sect. K. Washington: Government Printing Office, May 1976.

In this general survey of the subject, various measurements of minority representation in the military are discussed, such as representation in the general population, in the work force, and in different levels of educational attainment. Current minority participation in the Department of Defense, in Active or Reserve status, is evaluated as of FY 1974, noting sources of procurement and attrition rates. Various Department of Defense equal opportunity programs are also discussed.

Scott, John. Developing an Instrument for Measuring the Attitudes of Hispanics in the Navy: A Pilot Study. Technical Report MC 1-3. Philadelphia: Temple Univ., Merit Center, College of Education, 1980.

This study provides background and attitudinal information about Hispanics in the Navy by describing the development of a projective test given to 14 Mexican-American and Puerto Rican subjects in the Navy.

Scott, Robin F. "Wartime Labor Problems in the War." In An awakened Minority: The Mexican-Americans, ed. 2, pp. 134-142. Edited by Manuel Servin. Beverly Hills: Glencoe Press, 1974.

Useful as a historical reference, this article details Hispanic participation in World War II.

Seidenstat, Paul. A Labor Market Success Model of Young Male Hispanic Americans. Report No. DL21-10-77-33. Wilmington, DE: Latin American Community Center, 1978.

This useful study examines variables that influenced the labor market experience of inner-city Puerto Ricans who attended the eighth grade in Wilmington, Delaware, during the 1966-71 period. Partly because the Puerto Ricans are relative newcomers to the mainland, many lack education and job skills. The study found Puerto Ricans generally to be "work oriented" but doing poorly in career planning, job searching, and choosing the appropriate job training. As a partial consequence, unemployment was high and primarily voluntary. Years of schooling was particularly related to career success, as was family background. Interestingly, Puerto Ricans from Puerto Rico were found to be more ambitious and less inclined to accept failure in the labor market. A similar pattern has been suggested for native- and foreign-born Mexican-Americans.

Senior, Clarence, and Watkins, Donald O. "Toward a Balance Sheet of Puerto Rican Migration." In The Puerto Rican Experience, pp. 150-168. Edited by F. Cordasco and E. Buccioni. Totowa, NJ: Rowman and Littlefield, 1973.

Patterns and motivations of Puerto Rican migrants are described in this interesting background article.

Servin, Manuel P. An Awakened Minority: The Mexican-Americans. Beverly Hills: Glencoe Press, 1974.

This edited series of articles provides general background information about Mexican-Americans.

Servin, Manuel P. "The Post-World War II Mexican-Americans, 1925-65: A Nonachieving Minority." In An Awakened Minority: The Mexican-Americans, ed. 2. Edited by Manuel P. Servin. Beverly Hills: Glencoe Press, 1974.

This article details the post-World War II status of Mexican-Americans, but it contains no direct reference to Hispanics in the military.

Shannon, Lyle W. "Measuring Changes in Occupation and Income: Some Problems with a Cohort of Mexican-Americans, Negroes, and Anglos." Pacific Sociological Review 19 (No. 1, 1976):3-19.

This article describes a longitudinal (1960-1971) study of the economic absorption and cultural integration of a cohort of Mexican-

Americans, blacks, and Anglos in Racine, Wisconsin. Methodological problems of such a survey and results are treated. A general finding was that Mexican-Americans probably have improved their socioeconomic status over the 11-year period at a faster rate have blacks. In any case, Mexican-Americans still rank below blacks and far below whites in socioeconomic status.

Sheldon, Paul. "Mexican American Formal Organizations." In Mexican-Americans in the United States: A Reader, pp. 267-272. Edited by John H. Burma. New York: Schenkman, 1970.

This article includes brief descriptions of Mexican-American political organizations in the US.

Shields, Patricia M. "Enlistment During the Vietnam Era and the 'Representation' Issue of the All-Volunteer Force." Armed Forces and Society 7 (No. 1, 1980):133-151.

At a general level, this article discusses trends of minority participation in the military. For additional information along this line, see, The Determinants of Service in the Armed Forces During the Vietnam Era (Worthington, OH: Ohio State Univ., Center for Human Resource Research, 1977).

Simmons, Ozzie G. "The Mutual Images and Expectations of Anglo-Americans and Mexican-Americans." In Mexican-Americans in the United States: A Reader, pp. 383-395. Edited by John H. Burma. New York: Schenkman, 1970.

The author looks at differences in self-images between native- and foreign-born Mexican-Americans by testing 280 subjects. The native-born held more negative attitudes about themselves and about Anglos than did the foreign-born.

Sinaiko, H. Wallace, Curran, Patrick, M., King, Bert T., and Schneider, Jeffrey M. Hispanic Subpopulations and Naval Service. Washington: Office of Naval Research, 1985.

This 17-page report summarizes the discussions and conclusions at a workshop on increasing the numbers of Hispanics in the naval services, sponsored by the Manpower Research and Development Program of the Office of Naval Research. The objective of the meeting was to bring together researchers, personnel managers, and others who were concerned with the topic. Specifically, demographics, psychocultural patterns, training and education, recruitment strategies for high-skill jobs, and history of military participation are discussed.

Sowell, Thomas. The Economics and Politics of Race: An International Perspective. New York: William Morrow, 1983.

The author's books are included in this bibliography as helpful background in providing a general perspective of Hispanics as an immigrant group in the process of integrating into general society. Sowell specifically discusses Mexican-Americans and Puerto Ricans, comparing their cultural traits and paths of social integration with those of other immigrant groups.

Sowell, Thomas. Ethnic America. New York: Basic Books, 1981.

This publication includes a chapter on Puerto Ricans and one on Mexican-Americans, each of which presents an overview of the background and current status of the group within American society. A concluding chapter makes general comparisons between these Hispanic groups and discusses factors influencing the integration of these groups into general society. Other relevant books by Sowell are Markets and Minorities (New York: Basic Books, 1981), Race and Economics (New York: Longman, 1977), and American Ethnic Groups, edited by Sowell, (Washington: The Urban Institute, 1973).

"Spanish Heritage: Hispanics Have Added to the Lore and Traditions of the Navy." All Hands (September, 1976):11-15.

This article briefly notes the background and accomplishments of a number of Hispanics in the Navy.

Stinson, Byron. "They Went Over to the Enemy." American History Illustrated, 3 (No. 5, 1968):30-33, 36.

Useful for historical information, this article talks about the reasons why Americans deserted during the Mexican War, noting that some who deserted were Mexican immigrants who had not yet become devoted to their adopted country.

Stolzenberg, Ross M. Occupational Differences Between Hispanics and Non-Hispanics. Santa Monica, CA: Rand, 1982.

Based on data (for males) from the 1970 census and from the 1976 Survey of Income and Education, this 100-page report explores determinants of Hispanic occupational achievement, differential occupational achievement between Hispanic subgroups and among Hispanics in different geographical areas, and differences in occupational achievement between Hispanics and whites and blacks. The author did not find any occupational differences between Hispanic subgroups, once the effects of geographic location,

schooling, experience, foreign birth, and English language ability were held constant. One implication of this, according to the author, might be that policies and programs aimed at Hispanic workers would not have to be tailored to the characteristics of specific Hispanic subgroups. Another important finding was that, unlike schooling, learning to speak English appeared to have a very strong effect on occupational achievement.

Stouffer, Samuel A., et al. The American Soldier. Princeton, NJ: Princeton Univ. Press, 1949.

This title should be noted as a secondary reference on the general characteristics of military personnel.

Strayer, Richard, and Ellenhorn, Lewis. "Vietnam Veterans: A Study Exploring Adjustment Patterns and Attitudes." Journal of Social Issues 31 (No. 4, 1975):81-93.

This study employs interviews and attitudinal/personality tests of a sample population of 40 veterans from rural and urban areas of southern California. It seeks to differentiate between those veterans who experience adjustment problems in civilian life and those who appear to have been able to cope with their war experience and successfully become reintegrated into civilian life. Race was distinguished in the sample (black, Mexican American, and white). Those veterans who scored high in authoritarianism were the ones best able to cope. Mexican-Americans are not characterized as such, and the data implied that they experienced more sensitivity and confusion to the Vietnam experience and, along with black veterans, were more often unemployed after Vietnam and had lower goal orientations as compared with white counterparts. What the study does not mention is that the minority members drafted during the Vietnam conflict originally came from lower socioeconomic backgrounds and has a more peripheral relationship to mainstream society.

Sullivan, Teresa A. "Racial-Ethnic Differences in Labor Force Participation: An Ethnic Stratification Perspective." In The Demography of Racial and Ethnic Groups, pp. 165-187. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

Useful for the understanding of employment patterns, this article explores various dimensions and interpretations of labor force participation rates. Hispanic subgroups are compared with other ethnic groups at several points in the discussion, which generally argues that labor force participation rates should be considered in conjunction with, among other things, social stratification in order to be meaningful.

Sullivan, Teresa A., and Pedraza-Bailey, S. Differential Success Among Cuban-American and Mexican-American Immigrants: The Role of Policy and Community. Chicago: Univ. of Chicago, National Opinion Research Center, 1979.

This 250-page report focuses on the question of differential labor market success as a function of economic or political motivation for immigration. Based on 1970 census data, the socioeconomic achievement of Cubans, representing political immigrants, are compared with Mexican-Americans, who immigrated primarily for economic reasons. The argument has been that political immigrants have stronger incentives for social mobility in the new country because in most cases they cannot return to their homelands. Economic immigrants, in contrast, do not have such pressing achievement needs because they have the alternative of returning to their homelands. In addition to these basic motivation differences, Mexican-Americans, as economic immigrants, did not receive the comprehensive program of government services that Cubans did, and this probably has had great influence in the higher socioeconomic achievement of Cubans.

Sweet, James A. "Indicators of Family and Household Structure of Racial and Ethnic Minorities in the United States." In The Demography of Racial and Ethnic Groups, pp. 221-259. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

Based on 1970 census material, this article is an interesting cross-ethnic comparison of family demographic and structural characteristics.

Szalay, Lorand B., Diaz-Royo, Antonio, Brena, Margaret N., and Vilov, Shelley K. Hispanic American Psychocultural Dispositions Relevant to Personnel Management. Washington: Institute of Comparative Social and Cultural Studies, July 1984.

Following the line of research described in the next study, this is a comparative study of five Hispanic-American student samples, representing the major Hispanic subgroups, to define distinguishing perceptions and motivations that may be relevant to recruitment and service satisfaction and retention.

Szalay, Lorand B., Ruiz, P., and Strohl, J. The Hispanic American Cultural Frame of Reference. Washington: Institute of Comparative Social and Cultural Studies, 1978.

This report seeks to define a complex of perceptions and attitudes about one's self, one's family, and the larger surrounding society that characterize Hispanics in contrast to Anglos. This information

is useful at a general level in the understanding of Hispanic behaviors, in that the defined complexes can be taken as "points of departure for inter-cultural understanding and communication, providing a background against which specific behaviors and incidents can be placed." Such understanding would be particularly useful to Anglo medical personnel, for example, for a more culturally sensitive appreciation of Hispanic patients.

Teske, Raymond H.C., and Nelson, Bardin H. "An Analysis of Differential Assimilation Rates Among Middle-Class Mexican Americans." Sociological Quarterly 17 (No. 2, 1976):218-235.

This study is based on a sample of 151 middle-class Mexican-Americans residing in Texas. It finds that early socialization patterns incorporating a discontinuous status sequence and a lack of reinforcement as an Mexican-American increase the probability that the individual will assimilate into the broader American cultural system.

Thomas, Patricia. An Investigation of Possible Test Bias in the Navy Basic Test Battery. Technical Bulletin STB 73-1. Naval Personnel and Training Research Laboratory, 1972.

The bias is suggested by, among other things, the fact that the Navy Basic Test Battery scores were more accurate in the prediction of the grades of white students than those of black students. The implication one can draw from this study is that a similar bias may also exist in testing Hispanics or others from a non-Anglo background.

Thompson, Jerry D. "Mexican-Americans in the Civil War: The Battle of Valverde." Texana 10 (No. 1, 1972):1-19.

This article contains historical information.

Tienda, Marta. "Sex, Ethnicity and Chicano Status Attainment." International Migration Review, 16 (No. 2, 1982):435-473.

Using data from the 1979 Chicano Survey, this study finds that, among other things, close ethnic attachment, measured by language and association, does not lower socioeconomic attainment. In fact, Spanish competency has a positive effect upon the status of one's first job.

Tienda, Marta, and Angel, Ronald. Female Headship and Extended Household Composition: Comparisons of Hispanics, Blacks and Non-Hispanic Whites. Working Paper 81-1. Madison, WI: Univ. of Wisconsin, Center for Demography and Ecology, 1981.

Based on information from the 1976 Survey of Income and Education, this research seeks to evaluate differences in the prevalence of extended living arrangements among female-headed and husband/wife families, and relates these to the socioeconomic characteristics of the family heads. The analysis finds that the higher prevalence of extended household structures among female-headed units is a function of economics and social adaptation.

Tienda, Marta, and Neidert, Lisa J. Segmented Markets and Earnings: Inequality of Native and Immigrant Hispanics in the United States. Working Paper 80-13. Madison, WI: Univ. of Wisconsin, Center for Demography and Ecology, 1980.

By looking at the relationship between market segmentation (whether core or periphery) and the work earnings of native- and foreign-born Hispanic workers, this study examines the theory that foreign-born workers, especially the unskilled, do not compete with native-born workers because most immigrants hold jobs that native-born workers would not accept. Data for this 25-page report came from the 1976 Survey of Income. Based on constraints desired, the subsample included over 3,000 individuals, of whom 1,899 were Mexicans, 348 were Puerto Ricans, 369 were Central/South Americans, and 581 were other Spanish-origin workers. The findings indicate that market location is an important variable to be considered, along with individual worker characteristics, for an understanding of income attainment differences.

Tienda, Marta, et al. Hispanic Origin Workers in the U.S. Labor Market: Comparative Analyses of Employment and Earnings. Final report to the US Dept. labor. Springfield, VA: produced by the National Technical Information Service, 1981.

About 370 pages long, this report represents a major exploration of the Hispanic subsample of the 1976 Survey of Income and Education, which included over 8,000 Hispanic respondents aged 18 through 64. The report is divided into chapters, the first of which presents an employment and earnings profile of Hispanic workers. Subsequent chapters cover in detail various factors influencing Hispanic employment patterns, including household composition, nationality, education, language, and job search methods. Hispanic subgroups are treated separately.

Torbensen, Jerry L. Cultural Gap? A Commanders Guide to Counseling Minority Airmen. Maxwell Air Force Base, AL: Air Univ., Air Command and Staff College, 1981.

This is a handbook for individuals in a command position where additional knowledge and guidelines for counseling minorities would be useful. Blacks and Hispanics are considered separately in two chapters; a synopsis of Puerto Rican and Mexican American cultures is provided in 13 pages. Although the author warns against it, readers of this guide may have a tendency to make generalizations that support negative, stereotypical views held by Anglos about Hispanics. For example, a clear association is made between being "culturally disadvantaged" and being Hispanic. The text goes on to say that "if the airmen fit the basic mold as 'culturally disadvantaged,' they will probably exhibit some of the following general characteristics to varying degrees. They:

- come from a rural background
- have had excessive reliance on welfare
- feel rejected by society
- have a poor self-concept
- are aggressive
- have a poor attention span
- are linguistically handicapped"

Torres-Matrullo, Christine M. "Acculturation, Sex-Role Values and Mental Health Among Mainland Puerto Ricans." In Acculturation: Theory, Models and Some New Findings, pp. 111-137. Edited by A.M. Padilla. Boulder, CO: Westview Press, 1980.

After a review of the relevant literature concerning acculturation, mental health, and the Puerto Rican family, this article describes personal adjustment/self-image tests given to 72 male Puerto Ricans living in Pennsylvania. Significant relationships were found between level of acculturation, level of education, and family and sex-role attitudes among the subjects. The findings suggested that the traditional Puerto Rican family and its related values are changing with increased education and exposure to American society.

Training and Doctrine Command. Survey of Battalion Commanders on Perceptions of Low Level English Comprehension Problems. Fort Monroe, VA: Headquarters, US Army, Training and Doctrine Command, May 1976.

Some of the conclusions reached through this survey were that, on the average, battalion commanders considered nearly 5% of their soldiers to have problems with English language comprehension; 50% of the commanders surveyed considered this an adverse influence on performance. However, 70% of the commanders

felt that on-duty English language instruction hindered effective accomplishment of military duties. This 82-page report primarily consists of a tabulation of survey responses.

Triandis, Harry C. Allocentric Vs. Idiocentric Social Behavior: A Major Cultural Difference Between Hispanics and the Mainstream. Technical Report No. ONR-16. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

Prompted by findings of other research in Triandis' project on differences between Hispanic and mainstream Navy recruits, this 50-page report presents a literature review regarding allocentric-idiocentric behavior patterns as well as an evaluation of ways to measure this dimension of behavior. The argument is supported that Hispanics are allocentric in that their behavior is strongly influenced by consideration of how it will affect other people. Mainstream members, on the other hand, are idiocentric in that they give more weight to the effect that their behavior will have on themselves than on others.

Triandis, Harry C. An Examination of Hispanic and General Population Perceptions of Organizational Environments: Final Report to the Office of Naval Research. Champaign, IL: Univ. of Illinois, Department of Psychology, 1985.

This 73-page report summarizes the results of a five-year research effort aimed at defining similarities and differences between the Hispanic and non-Hispanic segments of the American population, and evaluating the implications of such differences for the recruitment, training, and retention of Hispanics in the Navy. Including findings from 33 sub-reports (annotated separately in this reference data base), this body of work is the most extensive, general examination of Hispanic recruits available. This report particularly addresses the following questions: (1) What is unique about the Hispanic culture compared with that of American "mainstream" culture, and are there important Hispanic subgroup (Mexican-American, Puerto Rican, Cuban, and South American) variations? (2) Are there theoretical and methodological strategies that are likely to give the best answers regarding the exploration of Hispanic/non-Hispanic recruit differences?

Triandis, Harry C. Hispanic Concerns About the U.S. Navy. Technical Report No. 1. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1981.

This 28-page report tabulates interview responses from 88 Hispanic Navy recruits (representing all three major Hispanic subgroups proportionately) on their impressions of the Navy. Comparing their responses with those of a group of Illinois Anglo college

students showed basic similarities between the two groups. However, the Hispanics showed concern about losing their cultural heritage and being cut off from their families by joining the Navy.

Triandis, Harry C., and Hui, Chi-Chiu.H. Locus of Control in Hispanic and Mainstream Samples. Technical Report No. ONR-25. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

In other Triandis studies, no differences were found in locus of control between Hispanic and mainstream Navy recruits. This raised the question of whether the Navy samples are representative of the US population or the Navy selection process includes only those Hispanics who match the attributes of the mainstream recruits. The study seeks to answer this question, as well as whether Hispanic and mainstream men and women of low or high socioeconomic levels employ the same meaning of locus of control, by examining locus of control in a nationwide sample from the National Longitudinal Survey data base that included youths between ages 14 and 24. The study found no differences in externality between the Hispanic and mainstream populations sampled by the NLS. Also, the meaning of locus of control was not the same for various military samples.

Triandis, Harry C., and Hui, C.H. Navy Hispanic Recruitment: Analysis of Navy Recruit Command Data. Final report. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

Based on the analysis of two tapes obtained from the Navy Recruit Command, which included a limited number of Hispanics, two conclusions were reached: (1) the basic profile of Hispanics differed from that of mainstream recruits in that the Hispanics were more likely to be older, married, and have more dependents, and were less likely to pass the AFQT; and (2) clues based on this analysis and on other research by Triandis suggest that the Navy should take a more "personal" approach in Hispanic recruitment and in the way the Navy organization is presented to potential Hispanic recruits. This report is 11 pages long.

Triandis, Harry C., Marin, G., and Hui, Chi-Chiu.H. Affective Meaning Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-26. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This report is based on questionnaire responses by 106 Hispanic (representing the three main Hispanic subgroups) and 119 mainstream male Navy recruits. It explores potential differences in the meaning of various concepts among Hispanic and mainstream Navy

recruits. Meanings among the Hispanic subgroups were found to be similar, arguing for the homogeneity of the Hispanic groups. However, meanings among the the Hispanic groups generally contrasted with those of the mainstream group.

Triandis, Harry C., Ottati, V., and Marin, G. Achievement Motives of Hispanic and Mainstream Navy Recruits. Technical Report No. 5. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

Based on questionnaire responses by 80 mainstream and 80 Hispanic (as in most of the Triandis studies, proportionately representative of the general Hispanic population) Navy recruits, this 7-page paper indicates, among other findings, that Hispanic Navy recruits are slightly higher in achievement motivation than the mainstream subjects. Thus, it is hypothesized that the Navy's recruiting process either excluded those Hispanics of more moderately positive attitudes toward work or attract those of higher need achievement, or it did not attract mainstream recruits of higher need achievement motivation.

Triandis, Harry C., Ottati, V., and Marin, G. Social Attitudes Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-10. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This report, which is based on questionnaire responses by 80 mainstream and 80 Hispanic Navy recruits, explores differences in attitudes concerning social issues between the two groups. Among the findings of this psychological analysis was that Hispanics, at least the Hispanic Navy recruits of this sample, were no more religious than the mainstream subjects, contrary to the stereotype of Hispanics as being very concerned with religion. In addition, the Hispanic group exhibited a political factor, suggesting that they may be more concerned with this dimension than the mainstream Navy recruits. The authors suggest that this supports other research that found Hispanic Navy recruits to have a more complex perception of political stimuli than the mainstream subjects. This difference may be because the Hispanics are better informed or because they have a greater inclination toward idealism.

Triandis, Harry C., Villareal, M., and Natalicio, L. Some Aspects of the Subjective Culture of Hispanic High School Students. Technical Report No. ONR-29. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1984.

In a further exploration of basic cultural differences between Hispanic and mainstream individuals, this study examines 200 subjects from the El Paso high school population. An instrument was used to measure such personality dimensions as individualism-collectivism, power distance, masculinity, uncertainty avoidance,

work and family orientation, and role relation perceptions. The findings were then compared with those of similar tests given to groups of Hispanic and mainstream Navy recruits. The "simpatia" cultural script (identified by Triandis as a pattern of social interaction which is characteristic of Hispanics) and a high level of power distance previously found among Hispanic recruits were again identified in the high school sample. These and other results are discussed in this 21-page paper.

Triandis, Harry C., et al. Acculturation and Biculturalism Among Hispanic Navy Recruits. Technical Report No. 6. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This 22-page report is based on a Personal Information Questionnaire given to samples of mainstream and Hispanic Navy recruits. It develops indices of acculturation and biculturalization, particularly (1) the number of US born relatives and (2) the extent to which the subject wishes to have mainstream co-workers and have his or her children attend mainstream schools.

Triandis, Harry C., et al. Acculturation Indices as a Means of Confirming Cultural Differences. Interim Technical Report No. ONR-27. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

This report is based on questionnaires given to groups of mainstream and Hispanic Navy recruits. It explores the use of indices of acculturation to establish the existence of cultural difference and finds that, in general, those Hispanics who were more acculturated were closer to the mainstream subjects on most items.

Triandis, Harry C., et al. Attributions of Success and Failure Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-21. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This report is based on questionnaire responses by 49 mainstream and 41 Hispanic male Navy recruits. The subjects were asked to rate the likelihood of particular causal explanations for various events. Both groups showed similar response patterns, supporting the hypothesis that Hispanic and mainstream recruits do not differ significantly.

Triandis, Harry C., et al. Dimensions of Familism Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-14. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

The dimensions of Hispanic and mainstream familism (the emphasis on family relationships and family interdependence) were explored

using a sample of 73 Hispanic and 81 mainstream Navy recruits. This 12-page report presents the finding that the Hispanic subjects seemed slightly more willing than mainstream recruits to attend celebrations involving second- and third-degree relatives, indicating that they have somewhat broader family boundaries.

Triandis, Harry C., et al. Perceptions of Supervisor-Subordinate Relations Among Hispanic and Mainstream Recruits. Technical Report No. ONR-11. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This study, which is based on questionnaire responses by 73 Hispanic and 81 mainstream Navy recruits, focuses on ethnic differences in perceptions of supervisor-subordinate relations, power distance, uncertainty avoidance, collectivism, and masculinity. The 20-page analysis shows that Hispanics were higher than the mainstream recruits in power distance, uncertainty avoidance, and collectivism; they were lower than mainstream recruits on masculinity. However, much of the data suggest that the two groups share similarities that are different from the general population, indicating that the Navy is recruiting Hispanics who are quite similar to the mainstream recruits. There may be a "military culture" exhibited by the Navy that attracts individuals who are high on particular personality dimensions, irrespective of ethnic group.

Triandis, Harry C., et al. Role Perceptions of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-24. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This study, which is based on several techniques used with samples of mainstream and Hispanic Navy recruits, found that mainstream subjects experience both a push out of the family and a pull toward the family, as well as a pull toward work roles, with the total sum of these forces favoring work roles. Hispanic subjects, on the other hand, experienced essentially no push out of the family but, rather, a strong pull toward the family, and therefore see work roles with ambivalence.

Triandis, Harry C., et al. Self-Concepts and Values Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-7. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

This report is based on questionnaire responses by 80 Hispanic and 80 mainstream Navy recruits. It seeks to determine whether hypotheses derived from a review of relevant literature concerning similarities and differences among Hispanic and mainstream self-concepts and values could be supported. The Hispanic characteristics included such orientations as subjugation to nature, a present orientation, and lower educational aspirations. The

hypotheses were not supported, which suggested that the literature may not be dependable or that the Navy sample may not be representative of the general American Hispanic population. This report includes a complete bibliography of relevant literature.

Triandis, Harry C., et al. Simpatia as a Cultural Script of Hispanics. Technical Report No. ONR-19. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982.

Using questionnaire responses by 41 Hispanic and 49 mainstream Navy recruits, this report defines a pattern of social interaction that is characteristic of the Hispanic group. Part of this pattern includes an emphasis on positive behaviors in positive situations and a de-emphasis of negative behaviors in negative situations. Based on this, one could expect that Hispanics in the Navy may feel underrewarded in situations where they do a good job and then do not receive proportionately more recognition. In addition, they may expect less expression of criticism where they do a poor job; even when the criticism is mild, it may be seen as extreme.

Triandis, Harry C., et al. Stereotyping Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-13. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1982. This report was also published under the title, "Stereotyping Among Hispanics and Anglos," in the Journal of Cross-Cultural Psychology 13 (No. 4, 1982):409-426.

This report is based on questionnaire responses by 73 Hispanic (representing Cubans, Puerto Ricans, and Mexican-Americans) and 81 mainstream Navy recruits. It examines mainstream and Hispanic recruits' perceptions of blacks, whites, Puerto Ricans, Cubans, Mexican-Americans, and Chicanos. The mainstream sample saw themselves as well socialized and go-getting, but not calculating. Hispanics saw themselves in a generally positive way, as well socialized and socially oriented, neither backward nor anti-social. As a group their impressions were not as uniform as were those of the mainstream group, indicating the geographic heterogeneity of the Hispanic group. The heterostereotypes of Hispanics and mainstream members were positive, although Hispanics indicated some ambivalence. One point made was that the negative autostereotyping attributed to Hispanics generally did not exist among the Hispanic Navy recruits. Their heterostereotype of the mainstream was also more positive than reported in the general literature.

Tuck, Ruth D. Not with the Fist: Mexican-Americans in a Southwest City. New York: Harcourt, Brace, 1946.

This older sociological work provides some background information about Hispanics and the military. It notes that participation by Mexican-Americans in World War II gave them the motivation to initiate civil rights activities in later civilian life.

Tugwell, Rexford Guy. The Stricken Land: The Story of Puerto Rico. New York: Doubleday and Co., 1947.

This monograph offers a few notes about discrimination against Puerto Rican military units. Other than that, there is little else about Puerto Rican participation in the military.

Turner, Susan P. A Model to Predict Retention and Attrition of Hispanic-Americans in the Navy. Technical Report MC 1-1. Philadelphia: Temple Univ., Merit Center, College of Education, 1980.

This study seeks to develop a theoretical model that will help to predict attrition by detailing the interaction process between the individual and the Navy. It includes a review of relevant literature, particularly that by Szalay and his associates.

Tyler, Gus., ed. Mexican-Americans Tomorrow: Educational and Economic Perspectives. Albuquerque: Univ. of New Mexico Press, 1975.

This title includes several useful background information articles that are annotated separately.

Underwood, Lorraine. "Minority Women and the Military." Unpublished paper. Washington: Action Women's Equity Action League, June 1979.

This paper was prompted by the realization that historians have neglected the role of black and other minority women in the American military. In this 12-page review, Hispanic female participation is mentioned at several points.

US Commission on Civil Rights. Mexican American Education Study. (Reports 1 through 5 are published in a single volume.) New York: Arno Press, 1978.

At the time of its publication, this series of five reports of interview and questionnaire information, was the most extensive study of Mexican-American schooling.

US Department of the Army. Equal Opportunity: FY 80/81 Assessment of Programs. Washington: The Pentagon, Office of the Deputy Chief of Staff for Personnel, December 1982.

In 1975, the Department of the Army established the requirement that there be annual assessments of the Army's equal opportunity programs. The reports of these annual assessments contain a variety of statistical information, including minority composition, minority representation within career fields, commissioning programs and career development, representation with regard to separation, confinements and serious crimes, and other subjects. Hispanics are treated as a single group.

US Department of the Army. Marginal Man and Military Service: A Review. Washington: Government Printing Office, 1966.

Included in this book is a chapter on various tests, test standards, and special programs for English instruction used by the Army for enlisting Puerto Rican men since World War II. This useful discussion raises the question of the advisability to applying uniform measures established on one population to a culturally different population.

US Department of Commerce, Bureau of the Census. Characteristics of the Population: General Social and Economic Characteristics, Puerto Rico. PC80-1-C53A. Washington: Government Printing Office, February 1984.

This report about Puerto Rico contains over 250 pages of demographic statistics on the island population.

US Department of Commerce, Bureau of the Census. Condition of Hispanics in America Today. Washington: Government Printing Office, 1983.

In this profile of the American-Hispanic population based on the 1980 census, Hispanics are treated as one group, in most cases. A particularly useful part of this report is

an index of Census Bureau reports that contain data about Hispanics. Some of the more useful of these are noted below.

US Department of Commerce, Bureau of the Census. Persons of Spanish Origin by State: 1980. Supplementary Report, Series PC80-S1-7. Washington: Government Printing Office, August 1982.

This report provides Hispanic population estimates.

US Department of Commerce, Bureau of the Census. Persons of Spanish Origin in the United States: March 1980 (Advance Report). Current Population Reports, Series P-20, No. 361. Washington: Government Printing Office, 1981.

This report includes a brief profile of the Hispanic population.

US Department of Commerce, Bureau of the Census. Persons of Spanish Origin in the United States: March 1979. Current Population Reports, Series P-20, No. 354. Washington: Government Printing Office, 1980.

This report contains demographic statistics on mainland Hispanics.

US Department of Commerce, Bureau of the Census. Population Profile of the United States: 1981. Current Population Reports, Series P-20, No. 374. Washington: Government Printing Office, September 1982.

This report contains the basic demographic profile of the mainland Hispanic population.

US Department of Defense. Hispanics in America's Defense. Washington: Office of the Deputy Assistant Secretary of Defense for Equal Opportunity and Safety Policy, 1983.

This report presents an historical and current profile of the Hispanic contribution to the Armed Forces.

US Department of Defense. Profile of American Youth. Washington: Office of the Assistant Secretary of Defense, Manpower, Reserve Affairs, and Logistics, 1982.

In 1979, the National Longitudinal Survey was expanded to include a new longitudinal study of young men and women for comparative purposes with earlier youth cohorts and to evaluate expanded employment and training programs for youth that were legislated

in 1977. A national probability sample was drawn for annual interviewing consisting of 5,700 women and 5,700 men, ages 14-21, with overrepresentation of blacks, Hispanics, and economically disadvantaged whites. Under sponsorship of the Department of Defense, an additional sample of 1,300 persons serving in the Armed Forces (of the same age group) was also selected. The Profile of American Youth is a large-scale project using this sample. For purposes of assessing the vocational aptitudes of contemporary American youth and establishing national norms for the Armed Services Vocational Aptitude Battery, a research version of the ASVAB was given in 1980 to nearly 12,000 subjects within this sample. A summary of the results of this major research effort is presented in this 100-page report. Hispanics are treated as a single group and compared to whites and blacks. For a detailed description of the Profile of American Youth data base, see Frankel and McWilliams, 1981. For further description of the NLS, a handbook is published by the Center for Human Resource Research, Ohio State University, 5701 North High Street, Worthington, OH 43085.

US Department of Defense. Veterans Attitude Tracking Study - 1983, Wave I. Washington: Office of the Assistant Secretary of Defense/ Defense Manpower Data Center, June 1984.

The Veterans Attitude Tracking Study was designed to provide time series data about the propensity of veterans to enlist in Reserve Components or re-enlist in the Active Forces. Although this analysis does not treat Hispanics, the interview questionnaire included "Hispanic" as an identifier, presumably making the data base potentially useful. The survey upon which this analysis is based included about 5% Hispanic subjects.

US Department of Labor, Bureau of Labor Statistics. Directory of Data Sources on Racial and Ethnic Minorities. Bulletin 1879. Washington: Government Printing Office, 1975.

This annotated bibliography of government statistical reports includes a 16-page section with Hispanic references. A description of the primary data bases and information regarding the development of the Hispanic identifier also appear in introductory sections of this bulletin.

US Selective Service System. Special Groups. Special Monograph No. 10, Vol. I and II. Washington: Government Printing Office, 1953.

In response to the Selective Training and Service Act of 1940, which was specific in providing that its operation should be equitable and impartial toward all men, this monograph attempts

to define issues and problems faced by the System in carrying out the intent of the law with regard to ethnic groups. Volume I defines and evaluates ways in which these difficulties were faced. Blacks and Japanese-Americans are treated at length; Puerto Ricans are treated in much less detail, but apparently were considered the primary Hispanic population of concern to the military. Volume II includes appendices: relevant Executive Orders, laws, memoranda, various statistics, and other information.

Uribe, Oscar. "Measuring the Degree of Discrimination." Agenda 9 (No. 4, 1979):14-15, 35.

The author, who has written a number of statements regarding minority education, argues against the suggestion made by some social scientists that Mexican-Americans have suffered less discrimination than have blacks, particularly in education.

Valdez, Armando, Camarillo, Albert, and Almaguer, Tomas. The State of Chicano Research on Family, Labor, and Migration: Proceedings of the First Stanford Symposium on Chicano Research and Public Policy. Stanford, CA: Stanford Center for Chicano Research, 1983.

This book consists of 13 papers which, together, assess the current state of research regarding the Mexican-origin population in the US. The papers focus on labor patterns (particularly the theoretical perspective from which to view labor patterns), the nature of the Chicano family (stereotypes and reality), migration, and the lack of Hispanic influence in national-level public policy formation.

Valdez, Jude. "Admission of Chicano Students to Higher Education: Models and Methods." In Explorations in Chicano Psychology, pp. 109-120. Edited by Augustine Baron. New York: Praeger, 1981.

Arguments are presented against the use of traditional admission practices for minorities, prompted by the fact that the ability to predict which minority students will succeed in college based on traditional admission criteria is no better than modest.

Valdez y Tapia, Daniel. Hispanos and American Politics. New York: Arno Press, 1976.

This study substantiates the assumption that Hispanic politics is becoming more active, at least in the Southwest, although reasons why the effort is not and probably will not be strong are explored. This is a useful background reference.

Vaughan, Suzanne, and Wright-Romero, L. The Structure of Labor Markets and Sectors of Production: An Analysis of Underemployment Among Hispanic Youth. Final report. Washington: National Council of La Raza, 1982.

This is one of a small group of studies which explore the quality of the experience of Hispanic youth in the labor market. The data for this study were obtained from the 1979 National Longitudinal Survey, Youth Cohort, and included those youths who were not in school.

Veltman, Calvin. Language Shift in the United States. New York: Mouton, 1983.

This detailed, 430-page analysis, which focuses on Spanish-usage patterns, is based on both the 1976 Survey of Income and Education which included a sample of more than 150,000 households, and the High School and Beyond survey by the National Center for Education Statistics (which included in the 1980 base year survey almost 60,000 sophomore and senior high school students). Chapters treat the anglicization of adults in the primary minority language groups, intergenerational anglicization, language patterns of American adolescents, and correlations between language usage and occupational and educational attainment.

Verdugo, Naomi. The Effects of Discrimination on the Earnings of Hispanic Workers: Findings and Policy Implications. Report. Washington: National Council of La Raza, 1982.

Using information from the March 1981 Current Population Survey, this 10-page paper argues that although lack of educational attainment, limited numbers of hours worked, limited opportunities for high-wage occupations, and young age account for some of the lower Hispanic wage rates, ethnicity accounted for a more significant part when other variables were controlled. Ethnicity alone accounted for 14% of the wage differences between white and Hispanic males, and 29% of the total difference in earning power between white males and Hispanic females.

Vigil, Maurilio. Chicano Politics. Washington: University Press of America, 1978.

Although only indirectly related to the subject of this data base, this detailed analysis provides useful background information for an understanding of Chicano political participation. One of the themes of this book is that one reason for the subordinate political position of Chicanos is their lack of a clear understanding of the true workings of the American political system. The author suggests that Chicanos in general (especially

newly arrived immigrants) have an idealized expectation that the government will respond to their needs simply because of the high ideals and altruism purported by the system, and that little if any activity was necessary on their part to accomplish that end. Chicano groups that have taken a more active approach have not been able to influence the general political system because they cannot marshal enough resources, skills, and incentives to bring to bear in the system.

Villareal, Marcello, and Triandis, Harry C. Navy Recruit's Expectations of Productivity, Liking, and Intentions to Quit Under Different Supervisors. Interim Technical Report No. ONR-28. Champaign, IL: Univ. of Illinois, Dept. of Psychology, 1983.

This report gives the results of a questionnaire exploring the differences in how Hispanic and mainstream Navy recruits viewed supervisors' characteristics. No significant differences were found; both groups indicated a preference for structured (the supervisor tells you exactly what to do), open (you know exactly what your supervisor thinks of you), and considerate (when you do not feel well, the supervisor assigns you an easy job) supervision.

Wagenheim, Kal. A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975.

One of the major studies of Puerto Ricans in New York City, this work draws together especially useful background information concerning employment and educational patterns. Even in the 1970s, the mainland population of Puerto Ricans was so young that the author thought it would be difficult to determine the future of Puerto Rican youth in the labor market, although the pattern of Puerto Ricans settling in urban areas and of diminishing employment opportunities in such areas lead to an obvious conclusion.

Weinberg, Meyer. Minority Students: A Research Appraisal. US Dept. of Health, Education and Welfare, National Institute of Education. Washington: Government Printing Office, 1977.

This general evaluation of minority educational status in the US includes a chapter that summarizes the important studies of Mexican-American and Puerto Rican children.

Welch, Susan, Comer, John, and Steinman, Michael. "Political Participation Among Mexican Americans: An Exploratory Examination." Social Science Quarterly 53 (No. 4, 1973):799-813.

This study, which is based on questionnaire responses by a sample population in two primarily Mexican-American counties in Nebraska, seeks to define the variables that influence political participation among Mexican-Americans. An example of one finding was that attitudes toward the political process were much more highly related to participation than were social status indicators. Based on this, the authors suggest that if a group is systematically excluded from the political process or perceives that it is not welcomed, it is likely that the political socialization process will not operate as it would for members of the larger community. Those with more education and other attributes of higher socioeconomic status may not automatically assume a role in politics because the education process and other socialization agents do not prepare group members for political roles.

White, Bruce. "The American Military and the Melting Pot in World War I." In The Military in America, pp. 301-312. Edited by Peter Karsten. New York: The Free Press, 1980.

This article is indirectly relevant in that it discusses the military's treatment of minorities during World War I, when issues were raised about ethnic units and language problems.

Whitehead, Carlton J., and King, Albert S. "Differences in Managers' Attitudes Toward Mexican and Non-Mexican Americans in Organizational Authority Relations." Social Science Quarterly 53 (No. 4, 1973): 760-771.

This study is based on questionnaire responses by 601 industrial managers from manufacturing firms in California and Texas, with 301 responding to questions concerning only Mexican-Americans and 300 responding to parallel questions containing no reference to Mexican-Americans. Data revealed that managers consistently reflected lower attitudes toward Mexican-Americans than toward non-Mexican-Americans. Mexican-Americans were perceived to be more dependent, to show less initiative in authority relationships, and were seen to require different supervisory techniques and different standards of performance.

Wilkerson, Doxey A. "The Failure of Schools Serving the Black and Puerto Rican Poor." In Schools Against Children, pp. 93-126. Edited by Annette T. Rubinstein. New York: Monthly Review Press, 1970.

In this older but interesting article, the author describes evidence of the failure of New York City public schools to meet the needs of minority students by comparing schools with primarily Puerto Rican and black students with schools that had primarily Anglo students. Among things mentioned was the higher frequency with which "general diplomas" were issued to minority students. Compared with the "academic diplomas" more commonly granted to non-minority students, the "general diplomas" were given little or no standing among college admissions officials or among employers.

Williams, J. Allen, Beeson, P., and Johnson, D. "Some Factors Associated with Income Among Mexican Americans." Social Science Quarterly 53 (No. 4, 1973):710-715.

This study, based on a survey of 233 households in Austin, Texas, in 1969, found that one of the important reasons for the lower average income of Mexican-Americans is that they are more likely to begin their lives with a socioeconomic handicap. Independent of socioeconomic background differences, Mexican-Americans have not attained comparable levels of education; but, even when they do obtain a level of education similar to that of Anglo counterparts, Mexican-Americans encounter some degree of discrimination, although less than do blacks.

Wilson, Kenneth L., and Portes, Alejandro. "Immigrant Enclaves: An Analysis of the Labor Market Experiences of Cubans in Miami." American Journal of Sociology 86 (No. 2, 1980):295-319.

This study explores why the labor market experience of Cubans differs from that of other Hispanic groups. Current research suggests that immigrants primarily enter the secondary labor market, which is characterized by small peripheral firms and less stable employment. In the Cuban case, many of the firms in which Cubans are employed are Cuban-owned; this gives the workers some distinct characteristics, one of which is a tendency to return to past human capital investments, which is usually absent among immigrant workers in the secondary labor market.

Wing, Hilda. "Profiles of Cognitive Ability of Different Racial/Ethnic and Sex Groups on a Multiple Abilities Test Battery." Journal of Applied Psychology 65 (No. 3, 1980):289-298.

This article includes a review of earlier attempts to define racial/ethnic differences in test profiles and reports of a

study of all applicants whom the test battery administered by the US Civil Service Commission was given in a western city during one month in 1977. The test battery included sections to measure verbal judgment, induction, deduction, and math ability differences among black, white, Mexican-American, Asian, and Filipino groups.

Youth Attitude Tracking Study, Fall 1982. (See Market Facts, Inc.)

Zirkel, Perry A. "Spanish-Speaking Students and Standardized Tests."
In Education of the Spanish-Speaking Urban Child, pp. 289-307.
Edited by E.J. Ogletree. Springfield, IL: Charles C. Thomas,
1975.

Through a review of the relevant literature, this article discusses how, in the case of IQ testing of Spanish-speaking children, a verbal factor works against their optimal performance. Subtests that are most dependent on English language skills generally result in poorest performance, indicating a handicap in language ability rather than learning ability.

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